



Critical Thinking through Reading, Writing, and Discussion

1

Class 1:

Overview + Summarizing

- **Classroom Rules and Format**
- Course Overview
- Introduction to the CERCA Framework
- Organizing Arguments
- Independent Practice
- Summarizing
- Read the Text + Comprehension Check

Classroom Rules

1. Join the Zoom Class at least **5 minutes early**, so the teacher can start right away
2. **Participate** regularly and **pay attention** (teachers will be grading on participation) including:
 - Having your camera on
 - Answering questions when asked
 - Discussing in small groups
 - Please don't use the chat and annotation feature while the teacher is teaching
3. Submit **homework** assignments **on time**
4. Dress for class appropriately (clothes you would wear to school)

Format

- **120 minutes**
 - whole group instruction
 - small group or partner work time
 - independent work time
- **Homework**
 - Skills Lesson based on the CERCA focus
 - Complete writing assignment
 - Read for the upcoming class

- Classroom Rules and Format
- **Course Overview**
- Introduction to the CERCA Framework
- Organizing Arguments
- Independent Practice
- Summarizing
- Read the Text + Comprehension Check

12 Session Course Overview

*Critical Thinking
through Reading,
Writing, and
Discussion*

- 1 CERCA Framework, Organizing Arguments
- 2 Claims and Introductions
- 3 Reasons
- 4 Evidence
- 5 Claim, Reasons, Evidence Review + Debate
- 6 Reasoning

Course Overview (Continued)

*Critical Thinking
through Reading,
Writing, and
Discussion*

- 7 Reasoning Review + Organization
- 8 Counterargument
- 9 CERC Review + Socratic Discussion
- 10 Audience
- 11 CERCA Review
- 12 CERCA Review

Learning Objectives

*Critical Thinking
through Reading,
Writing, and
Discussion*



Learn how to critically read texts



Become a better collaborator



Learn the rules of argumentation in writing and speaking



Help everyone appreciate multiple points



Become a better writer



Present well-reasoned arguments and provide strong evidence in writing and speaking

Reading

Writing

Collaboration

Communication

College, Career, and Personal Readiness

ThinkCERCA Students are **Set Up for Success**



Consume Information



Think About It Critically



Communicate Effectively

College, Career, and Personal Readiness

- Teacher and Student Introductions
- Classroom Rules and Format
- Course Overview
- **Introduction to the CERCA Framework**
- Organizing Arguments
- Independent Practice
- Summarizing
- Read the Text + Comprehension Check

CERCA Literacy Framework



Critical thinking across subjects

Claim



Evidence



Reasoning



Counterargument



Audience



What's the argument of this image?



Let's Share!

- What's your **claim**?
- What **evidence** from the image supports your claim?
- Try to further explain how the evidence support your claim. This is **reasoning**

**Is this
woman
strong or
weak?**



Claim



Evidence



Reasoning



Counterargument



Audience



Let's Share!

- What's your **claim**?
- What **evidence** from the image supports your claim?
- Try to further explain how the evidence support your claim. This is **reasoning**

- Classroom Rules and Format
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- **Organizing Arguments**
- Independent Practice
- Summarizing
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Parts of an Argument

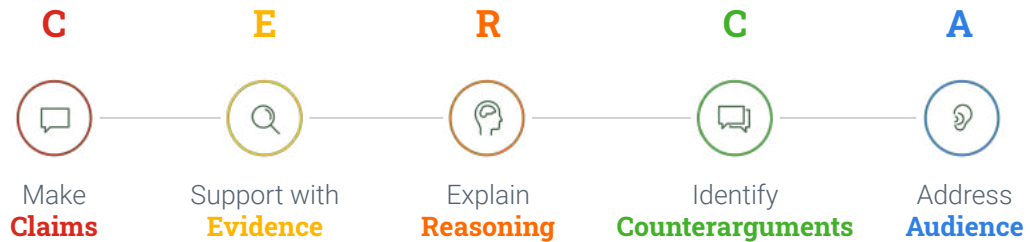
What is an argument?

An **argument** is something we make to persuade others of our opinions.

It can be a piece of writing, a speech, a video, or a slideshow.

People make arguments to help others understand their ideas.

20



Parts of an Argument

1

Arguments start with an **introduction**, which contains a **summary** and a **claim along with three reasons**.

2

Claims are supported by the body of the argument, which contains **reasoning** and **evidence** to support the claim.

3

The argument ends with a **conclusion**, which recaps the main points and calls readers to action or provides final insights on the topic.

Parts of an argument



Student Example: Parts of an Argument

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

Summary

Sally Ride was a woman of great respect, achievements and all around good person! Although becoming the successful person she was didn't just come out of thin air. Dr. Ride had to go through a lot of hard work, criticism and negativity.

Claim



Sally Ride's ambitions to become an astronaut led her to becoming a face for woman in science and a intelligent woman who accomplished her dreams and to be remembered as a strong woman who showed little girls everywhere to not be shy from your dream just because of your gender.

Evidence



Sally Ride was a face for woman in science because all that she had done in her life and all her accomplishments lead to little girls and woman seeing how they can do anything if they work hard no matter their gender. The article states "Millions of little girls are going to sit by their television sets and see they can be astronauts, heroes, explorers and scientists." This evidence shows how she influenced little girls that no matter the profession you want you can persevere it even if they are female. Another piece of evidence to support this reasoning is "She inspired generations of young girls to reach for the stars and later fought tirelessly to help them get there by advocating for a greater focus on science and math in our schools," he said. "Sally's life showed us that there are no limits to what we can achieve." This evidence shows how her tireless effort to interest little girls in science and math motivates all these young impressionable people to go after your dreams and that you can succeed!

Reasoning



Another reason is that Dr. Ride is an accomplished woman because even after all the criticism and sexism she had to go through she still went after her dreams and succeeded. The text supports this by saying "Dr. Ride, a physicist who was accepted into the space program in 1978 after she answered a newspaper ad for astronauts, flew on the shuttle Challenger on June 18, 1983, and on a second mission in 1984." This shows what Dr. Ride's major accomplishments were and how even after all the harsh and sexist words she had to hear she still became a successful astronaut. Lastly the article states "She politely endured a barrage of questions focused on her sex." These comments fully focused on her gender helped her move past the harshness and of the sexist society and persevere to become a successful woman in NASA.

Counterargument



Others may disagree and state that because she is a woman she is not capable of being accomplished and being just as good as any other male in the astronaut profession. This is proved by the text stating "Would spaceflight affect her reproductive organs? Did she plan to have children? Would she wear a bra or makeup in space? Did she cry on the job? How would she deal with menstruation in space?"

These are some of the questions Dr. Ride would get asked showing how people do not think she is as capable and would have more complications than a man. All of this shows how all of Sally's ambitions and hard work brought her to be an accomplished woman astronaut.

- Classroom Rules and Format
- Course Overview
- Introduction to the CERCA Framework
- Organizing Arguments
- **Independent Practice**
- Summarizing
- Read the Text + Comprehension Check

Independent Practice

Step 1: Connect

Complete **Step 1: Connect** in ThinkCERCA for the assigned lesson.

- Step 1 is meant for you to make a connection to what you are about to read in the text!

- Classroom Rules and Format
- Course Overview
- Introduction to the CERCA Framework
- Organizing Arguments
- Independent Practice
- **Summarizing**
- Read the Text + Comprehension Check



Let's learn about **Summarizing!**

In this lesson **you will learn...**

1

what a summary is

2

why we summarize

3

what makes a
good summary

Now you can learn how to use this knowledge to improve your
reading, and listening and speaking skills too!

What is a Summary?

A summary is a **short retelling of the main ideas** of a text or a topic.

Examples:

- News report
- TV show description
- blurb on the back of a book

Why do people summarize when making arguments?

1

Provides **context** for the argument



Shows **other points of view** and **introduces your point of view**.

3

Shows that you are **knowledgeable** about the topic.

4

Shows the **importance of the topic**.

What makes a **good** summary?

A good summary includes:

- the general topic
- the main ideas
- important details

A good summary is:

- short
- true
- fair

A summary **should**:

- be written in one's own words
- give important information about the topic or text
- give the information in a clear order

A summary **should not**:

- be copy directly from the text
- include unimportant details

In this lesson **you learned...**

1

what a summary is

2

why we summarize

3

what makes a
good summary

Now you can learn how to use this knowledge to improve your
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Plate Over Pyramid

How can we summarize this piece?

Vocabulary

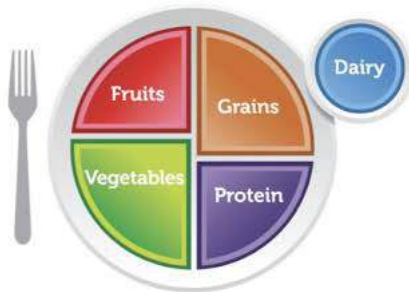
Text

Plate over pyramid

The U.S. Department of Agriculture's "Choose MyPlate," helps prompt consumers to think about what they eat.

Choose MyPlate

- Updates USDA food patterns for the 2010 Dietary Guidelines for Americans
- Features a plate icon (pictured) rather than familiar food pyramid; new icon designed to remind people to eat healthfully, but not provide specific dietary guidance



Recent USDA food pyramids

Featured six segments of food groups and suggested daily consumption



1992-2005

Featured color bands of different widths as a guide to food groups and proportions to be eaten



2005-2010

Source: U.S. Department of Agriculture, choosemyplate.gov

© 2012 MCT

- 1 Which of these statements best represents the main idea supported by the evidence presented in this infographic?
☐ A. MyPlate is designed to help people eat a generally healthy diet rather than tell them specific foods to be eaten and portion size.
☐ B. Because MyPlate looks like a dinner plate, consumers will be more convinced to follow the recommendations.
☐ C. Food pyramids will never work to change the public's eating habits.
☐ D. The new plate design is more appropriate for the 21st century eater.
- 2 Which is the strongest piece of evidence supporting the claim that MyPlate is designed to provide guidelines rather than strict rules?
☐ A. It lists specific foods under certain food groups.
☐ B. It does not provide portion recommendations.
☐ C. It gives a general idea of what your dinner plate should look like.
☐ D. It shows a separate area for vegetables and fruits.
- 3 Why does the author list characteristics of the recent food pyramids below the illustration of MyPlate?
☐ A. to show how MyPlate is better than previous food pyramids at making healthy food recommendations
☐ B. to emphasize the difference in shapes between the plate and the pyramid
☐ C. to show how MyPlate gives consumers a different kind of recommendation than earlier food pyramids did
☐ D. to tell why the U.S. Department of Agriculture has a food recommendation program

Plate Over Pyramid Sample Summary

The article, Plate Over Pyramid, shows the USDA's new image, "Choose MyPlate" along with USDA's older, food pyramid images.

The older, food pyramid images told consumers the specific food groups to eat and how much to eat of each food group.

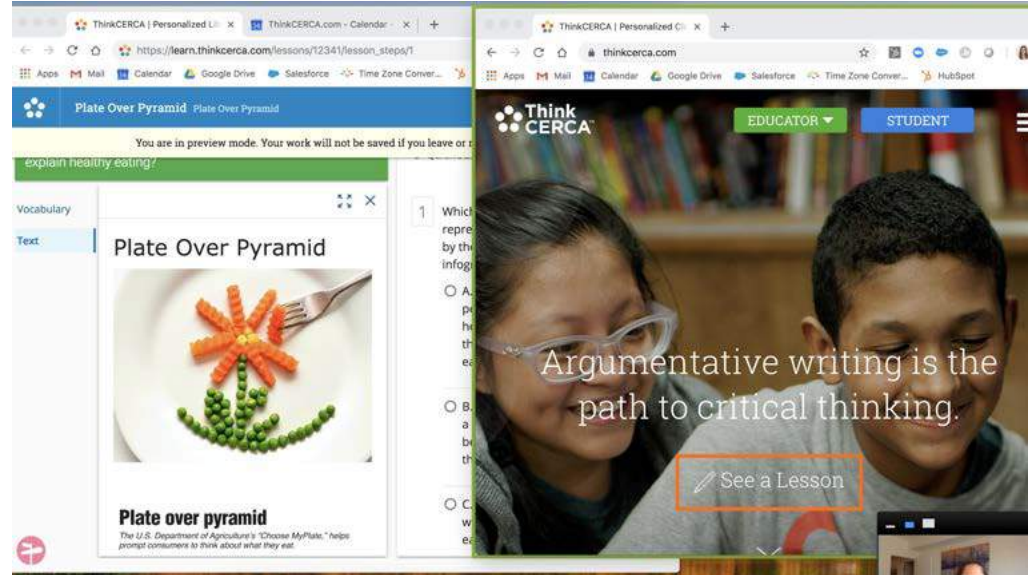
USDA's new image is designed to help people eat a generally healthy diet instead of telling people specific foods to eat and portion sizes.

Your turn to try
summarizing!

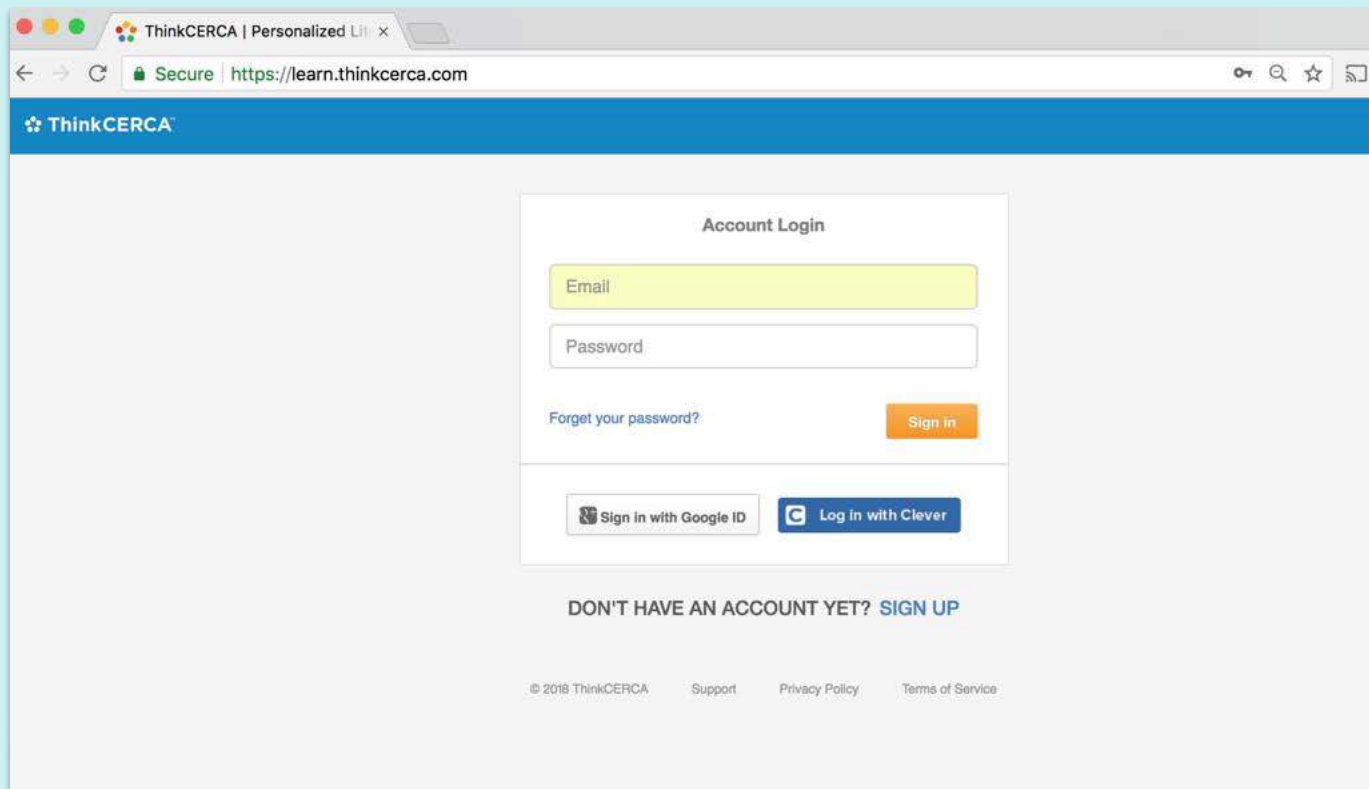
We're going to
log into our accounts.

Using **ThinkCERCA** and **Zoom**

1. Click the “esc” button on your keyboard
2. Make the zoom screen smaller
3. Open up ThinkCERCA.com on your web browser
4. Use both Zoom and the web browser



Log in to your ThinkCERCA account



The screenshot shows a web browser window with the ThinkCERCA login page. The browser's address bar shows the URL <https://learn.thinkcerca.com>. The page has a blue header with the ThinkCERCA logo. The main content area features a central 'Account Login' box. Inside this box, there are two input fields: 'Email' and 'Password'. Below the 'Password' field is a link for 'Forgot your password?'. To the right of these fields is an orange 'Sign in' button. Below the 'Sign in' button are two social login options: 'Sign in with Google ID' and 'Log In with Clever'. At the bottom of the login box, there is a link that says 'DON'T HAVE AN ACCOUNT YET? SIGN UP'. The footer of the page contains copyright information and links for 'Support', 'Privacy Policy', and 'Terms of Service'.

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ThinkCERCA

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Password

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- Classroom Rules and Format
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- Introduction to the CERCA Framework
- Organizing Arguments
- Independent Practice
- Summarizing
- **Read the Text + Comprehension Check**

Whole Group Read Aloud

Writing Lesson Step 2

I will call on students to read each paragraph aloud.

Follow along as your peers read.

Comprehension Check

Writing Lesson Step 2

We will complete this first Comprehension Check together.

I will call on students to read each question. Then, I will read each answer option. Please raise your hand for the answer you believe is correct.

We will decide which answers to submit together and review the answers together.

Follow along as your peers read.

Homework due by Class 2

- **Complete Step 4: Write your summary of the text**
(Remember: don't submit your assignment yet)
- **Skills Lesson: Purpose of Arguments**

The background is a solid blue color. It is decorated with several circles of varying sizes and colors. Some circles are white with a thin red outline, while others are solid white or solid red. They are scattered across the slide, with a higher concentration near the top and bottom edges.

Great job, class!



Class 2:

Claims, Introductions + Conclusions

Independent Practice

1. Log into ThinkCERCA.
2. Click on the Writing Lesson for today.
3. Edit/update your summary in Step 4.
 - a. Be prepared to share

Class Preview

- Summary (Step 4)
- Argument Builder: Claims & Reasons (Step 5)
- Start CERCA (Step 6)
- Activity:
 - Partner and small group work to share claims with reasons

Classroom Rules

1. Join the Zoom Class at least **5 minutes early**, so the teacher can start right away
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3. Submit **homework** assignments **on time**
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Homework due by today. Is it completed?

- **Complete Step 4: Write your summary of the text**
- **Skills Lesson: Purpose of Arguments**

Today, we will be learning about...

- Claims
- Introductions
- Conclusions
 - *Using your assigned writing lesson*
 - *Thinking about:*
 - *The class discussion question and writing prompt*

What do you remember about
summarizing from last week?

Parts of an Argument

1

Arguments start with an **introduction**, which contains a **summary** and a claim.

2

Claims are supported by the body of the argument, which contains **reasons** and **evidence** to support the claim.

3

The argument ends with a **conclusion**, which recaps the main points and calls readers to action or provides final insights on the topic.

Parts of an argument





Let's learn about **Claims!**

In this lesson **you will learn...**

1

what a claim is

2

what makes a
good claim

Now you can learn how to use this knowledge to improve your
reading, and listening and speaking skills too!

What is a **Claim?**

The **claim** is the idea you are attempting to **prove** as you make an argument.

- Opinion or point of view that the author wants others to understand and accept



What makes a **good** claim?

1. specific
2. debatable
3. defensible
4. significant or meaningful



A good claim is **specific**.

The point of view is stated clearly.

A claim **states a specific idea** the author will prove.

A good claim is **debatable**.

A good claim is **worth debating or discussing**. It has an alternative or opposing viewpoint.

A good claim is **defensible**.

If someone asks why you have the opinion you do, **you can support it with logical reasons and evidence.**

A good claim is **significant** or **meaningful**.

It is **something that the audience will care about**, and it clearly explains why the argument matters to readers.

A **good**
claim is...

1. specific
2. debatable
3. defensible
4. significant



In this lesson **you learned...**

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Plate Over Pyramid

How can we state a claim for this piece?

Vocabulary

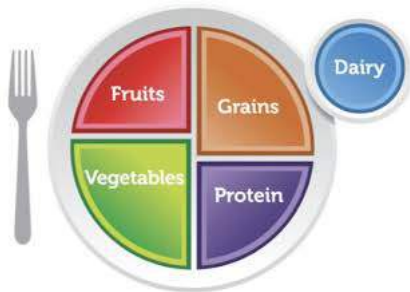
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Source: U.S. Department of Agriculture, choosemyplate.gov

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☐ D. to tell why the U.S. Department of Agriculture has a food recommendation program

Example **argument** for the article, *Plate Over Pyramid*

Introduction (Summary + Claim):

Summary: The article, Plate Over Pyramid, shows the USDA's new image, "Choose MyPlate" along with USDA's older, food pyramid images.

The older, food pyramid images told consumers the specific food groups to eat and how much to eat of each food group.

USDA's new image is designed to help people eat a generally healthy diet instead of telling people specific foods to eat and portion sizes.

Claim: MyPlate is a better graphic than the food pyramid to explain healthy eating because it shows recommendations for a healthy diet without being too specific.

Body: This will include your reasons, evidence, and reasoning

Conclusion: The USDA has changed their image to show consumers what a healthy diet looks like without providing names of foods and portion sizes. Hopefully, this new image can help you make healthy eating decisions.

Example **claim** for the article, *Plate Over Pyramid*

Claim:

MyPlate is a better graphic than the food pyramid to explain healthy eating because it shows recommendations for a healthy diet without being too specific.

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Let's Try It!

Independent Work

Steps 5 and 6: Build Your Argument

- **Step 5 (Build Your Argument)**
 - Place your **claim** and three **reasons** into the Argument Builder
- Write an **introduction**
 - Copy your summary from Step 4 onto Step 6
 - An **introduction has a summary and a claim**
- Write a **conclusion**
- Click “copy all to draft”

I will be checking in with you all for in the moment feedback

Partner Work

Breakout Rooms!

- Work with your partner to write a claim for writing question.
- Write your claim in Step 5 (Build Your Argument).

One person from each group will share their claim with the rest of the class.

Whole Group Share

One student from each group:

- **Chat in your claims** and **verbally share the three reasons** that supports your claim.

Feel free to use the sentence stems for help!

Independent Work

Step 6: Create Your Argument

- **Step 6 (Create your CERCA)**
 - Write an **introduction**:
 - An introduction has a **summary** and a **claim**
 - Copy your summary from Step 4 and your claim from Step 5 **onto Step 6**
 - Write a **concluding statement**:
 - A concluding statement sums up your argument

I will be checking in with you all for in the moment feedback

Partner Work

Breakout Room for Peer Editing

Peer edit work for content and grammar.

Discuss your suggested changes with your partner.

Make any appropriate **changes to your work.**

Homework due by Class 3

- **Skills Lesson: Claims in Arguments**
- **Read text for next class**



Great work, class!



Class 3: **Reasons**

Independent Practice

1. Log into ThinkCERCA.
2. Click on the Writing Lesson for today.
3. Write your summary in Step 4.
 - a. Be prepared to share

Class Preview

- Summary (Step 4)
- Argument Builder (Step 5)
- Formal Writing (Step 6)
- Activity: Partner work to share claims & discuss potential reasons that support their claim

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3. Submit **homework** assignments **on time**
4. Dress for class appropriately (clothes you would wear to school)

Homework due by today. Is it completed?

- **Skills Lesson: Claims in Arguments**
- **Read text for today**

Today, we will be learning about...

- Reasons

- *Using your assigned writing lesson*
- *Thinking about:*
 - *The class discussion question and writing prompt*

What do you remember about **claims, introductions, and conclusions** from last week?

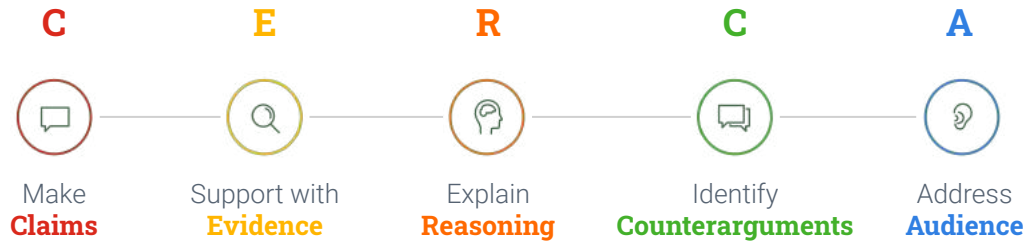
What is an argument?

An **argument** is something we make to persuade others of our opinions.

It can be a piece of writing, a speech, a video, or a slideshow.

People make arguments to help others understand their ideas.

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Parts of an Argument

1

Arguments start with an **introduction**, which contains a **summary** and a claim.

2

Claims are supported by the body of the argument, which contains **reasons** and **evidence** to support the claim.

3

The argument ends with a **conclusion**, which recaps the main points and calls readers to action or provides final insights on the topic.

Parts of an argument



Whole Group Read Aloud

Writing Lesson Step 2

I will call on students to read each paragraph aloud.

Follow along as your peers read.

Comprehension Check

Writing Lesson Step 2

1. I will call on students to read each question.
2. Then, you will have time to answer the questions on your own.
 - a. Check your work.
 - b. Submit your answers!
3. Whole class review of correct answers.

Whole Group Share

Share your summaries with your
classmates

Discuss: How can we make each
summary better?

What is my **CLAIM** from
last week's article?

Example **claim**:

Why do I believe my claim?

What are our **REASONS**?

Example **claim**:

Reason 1:

Reason 2:

Let's put this together

Example claim:  because  ... and 

Partner Work: Break Out Rooms!

Step 5 (Build Your Argument)

- Write your **claim** (organized into two reasons).

Group Work: New Break Out Rooms!

Step 5 (Build Your Argument)

Share with your new group of 4: what you wrote with your partner.

Ask each other clarifying questions.

Revise your claim and reasons in Step 5 if needed.

Independent Practice

Step 6: Write your CERCA

- Click “copy all to draft” in Step 6 (copying your claim and two reasons onto Step 6)
- Start Your CERCA by adding in an introduction (summary with your claim + two reasons) and a conclusion
- Reread and Revise work

I will provide in the moment feedback while you work!

Whole Group Review

- What did you notice?
- What did you learn from your partner or the other group?
- What changes did you make to your argument?

Homework due by Class 4

- **Skills Lesson: Selecting and Arranging Reasons**



Great job, class!



Class 4: **Evidence**

1. Log into ThinkCERCA.
2. Click on the Writing Lesson for today.

Class Preview

- Highlight Evidence (Step 3)
- Write Evidence (Step 5)
- Submit work (Step 6)
- Activity:
 - Share evidence, explain why, create claim together

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3. Submit **homework** assignments **on time**
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Homework due by today. Is it completed?

- **Skills Lesson: Selecting and Arranging Reasons**

Today, we will be learning about...

- Evidence

- *Using your assigned writing lesson*
- *Thinking about:*
 - *The class discussion question and writing prompt*

What do you remember about
reasons from last week?

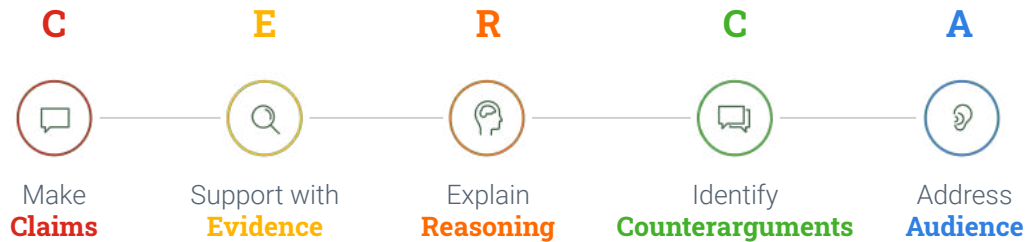
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Parts of an Argument

1

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Parts of an argument



Direct Instruction Lesson: Evidence



What **evidence** is.

What makes **good evidence**.

What is **Evidence?**

Evidence is a fact or information that supports a claim, proving that the claim is reasonable.

- An effective argument has strong evidence that **proves your claim**.
- Evidence often comes from **sources**.



Types of **Evidence?**

1. facts
2. numbers and statistics
3. quotations
4. examples



Good evidence is **credible**.

Credible evidence is **convincing**.

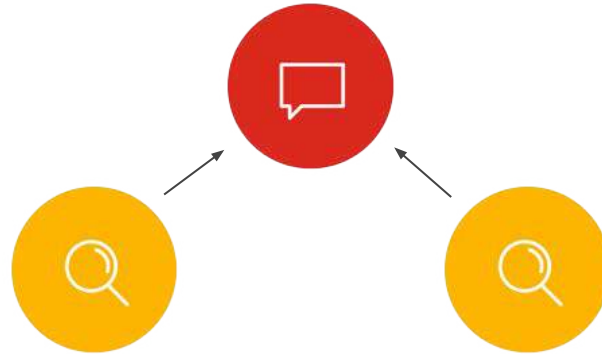
- An argument needs credible evidence, or very few people will agree with it.



Good
evidence is
relevant.

Relevant means that the evidence:

- related to the topic
- appropriate and meaningful to the audience
- closely connected to the claim



In this lesson **you learned...**

1

what evidence is

2

what makes good
evidence

Now you can learn how to use this knowledge to improve your
reading, and listening and speaking skills too!

Whole Group - Step 3: Engage

If part of my claim is: ...

Watch as I highlight one piece of evidence that supports this claim.

Independent Practice

Step 3: Engage

- Highlight at least two pieces of evidence for aqua and for pink

Partner Work: Breakout Rooms!

Step 3: Engage

Share the evidence you highlighted and **explain why**.

Make changes to your highlights as needed.

Whole Group Share

Discuss evidence to highlight in each paragraph.

Whole Group Share

What sentence stems can we use in our writing to let our readers know that we're including evidence from the text.

Sentence stems to use when including evidence

Example of including evidence in your writing:

.... According to the text, “...”

Example of including evidence in your writing:

Introduction to evidence: ...

Sentence stem: According to the text,

Evidence: "..."

Then, click "copy all to draft" in Step 6

Independent Practice

Step 5 (Build Your Argument)

- Choose **one piece of evidence for each reason to include** in your graphic organizer in Step 5
 - Include:
 - An introduction to the evidence
 - A **sentence stem** before the evidence:
 - According to the text...
 - The author said...
 - The research study stated...
 - The evidence in quotes

I will be checking in with you all for in the moment feedback

Whole Group Share

Post your evidence into the group chat with all components:

- Introduction to the evidence
- Sentence stem
- Evidence

We will discuss changes as a class

Independent Practice

Step 5 (Build your Argument):

- Add **two more pieces of evidence**
 - Including:
 - An introduction to the evidence
 - A **sentence stem** before the evidence:

Step 6 (Create your CERCA):

- Click “Copy all to draft”
- Add an introduction
- Add a conclusion
- Click submit

Partner Work

Breakout Room for Peer Editing

Peer edit work for content and grammar.

Discuss your suggested changes with your partner.

Make any appropriate **changes to your work.**

Homework due by Class 5

- **Skills Lesson: Supporting Claims with Evidence**
- **Read text for next class**



Great job today!



Class 5:

Claim, Reasons, Evidence Review + Debate #1

Independent Practice

1. Log into ThinkCERCA.
2. Click on the Writing Lesson for today.
3. Complete Step 1 (Connect) and Step 4 (Summarize)
 - a. Be prepared to share!

Class Preview

- Complete Steps 1, 2, 3, 4, 5 (Connect, Read, Engage with Text, Summarize, Build)
- Whole Group Discussion
- Activity: Introduce a Debate

Classroom Rules

1. Join the Zoom Class at least **5 minutes early**, so the teacher can start right away
2. **Participate** regularly and **pay attention** (teachers will be grading on participation) including:
 - Having your camera on
 - Answering questions when asked
 - Discussing in small groups
 - Please don't use the chat and annotation feature while the teacher is teaching
3. Submit **homework** assignments **on time**
4. Dress for class appropriately (clothes you would wear to school)

Homework due today. Is it completed?

- **Skills Lesson: Supporting Claims with Evidence**
- **Read text for next class**

Today, we will be learning about...

- Review: Claim, Reasons, Evidence
 - *Using your assigned writing lesson*
 - *Thinking about:*
 - *The class discussion question and writing prompt*

What do you remember about
evidence from last week?

Let's Share!

What did you write in Step 4
of your CERCA?

Discuss: How can we make each
summary better?

What do you remember about
evidence from last week?

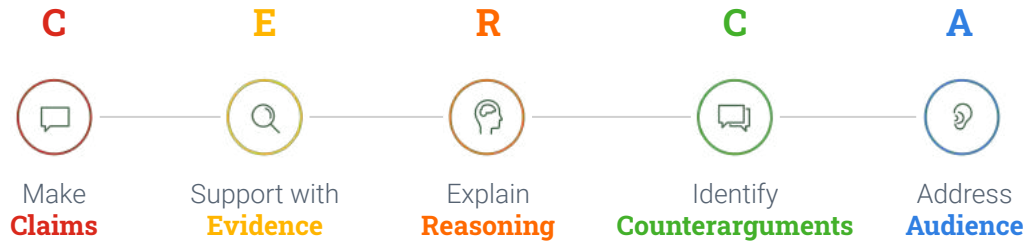
What is an argument?

An **argument** is something we make to persuade others of our opinions.

It can be a piece of writing, a speech, a video, or a slideshow.

People make arguments to help others understand their ideas.

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Parts of an Argument

1

Arguments start with an **introduction**, which contains a **summary** and a **claim along with three reasons**.

2

Claims are supported by the body of the argument, which contains **reasoning** and **evidence** to support the claim.

3

The argument ends with a **conclusion**, which recaps the main points and calls readers to action or provides final insights on the topic.

Parts of an argument



Whole Group Read Aloud

Step 2: Read

I will call on students to read each paragraph aloud.

Follow along as your peers read.

Comprehension Check

Step 2: Read

1. I will call on students to read each question.
2. Then, you will have time to answer the questions on your own.
 - a. Check your work.
 - b. Submit your answers!
3. Whole class review of correct answers.

Independent Practice

Step 3: Engage with the Text

½ class highlights evidence and annotates
reasoning FOR: **aqua**

½ class highlights evidence and annotates
reasoning AGAINST: **pink**

Independent Practice

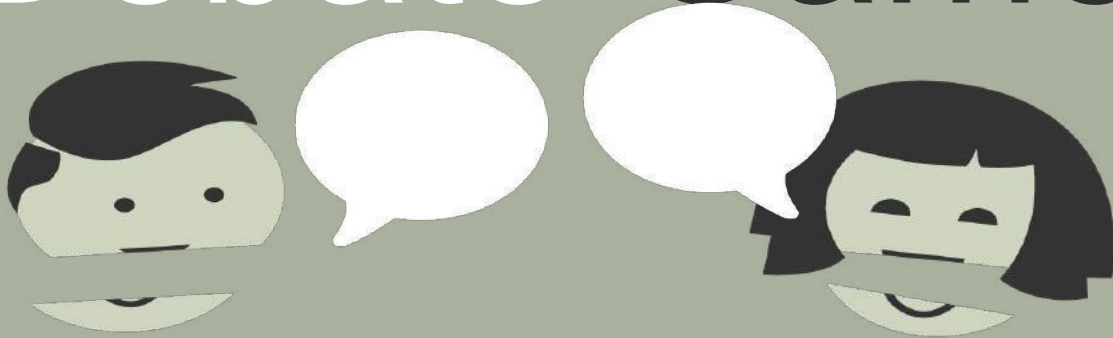
Step 5: Argument Builder

Start **planning for the debate independently**

Write a **claim organized into three reasons**

Make sure the **evidence** you highlighted
supports your claim and reasons

The Debate Game



Discussion

What is debate, and why should we do it?

How Does Debate Relate to ThinkCERCA?

Each of the elements of CERCA have a role in a debate.
Each argument presented by a side includes these elements.



Claim



Evidence



Reasons
Reasoning

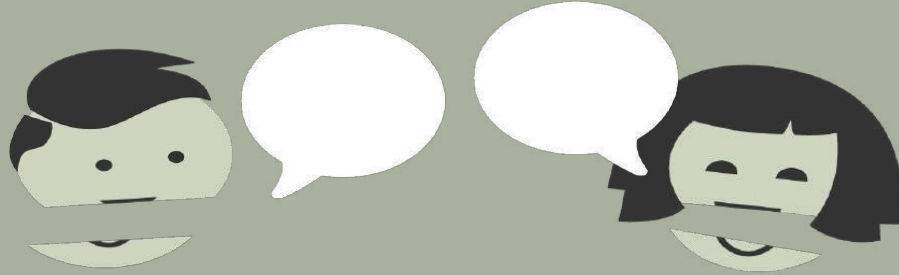


Counterargument



Audience

The Debate Game



Prepare Your Argument

15 minutes

Students work together in their group to prepare their argument in Step 5



15 min



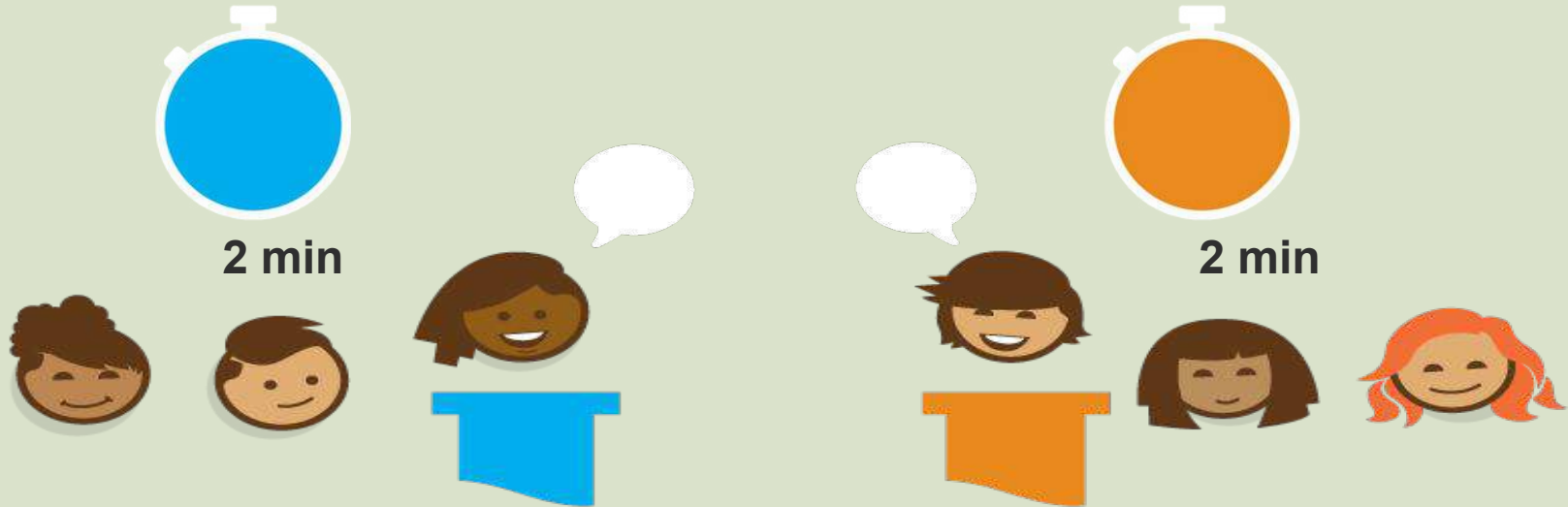
15 min



Present Your Arguments

2 minutes each side

Each side has two minutes to present their argument.
The affirmative side goes first.



Prepare Your Rebuttal (Response)

5 minutes

Both sides get five minutes to prepare their rebuttal.



5 mins



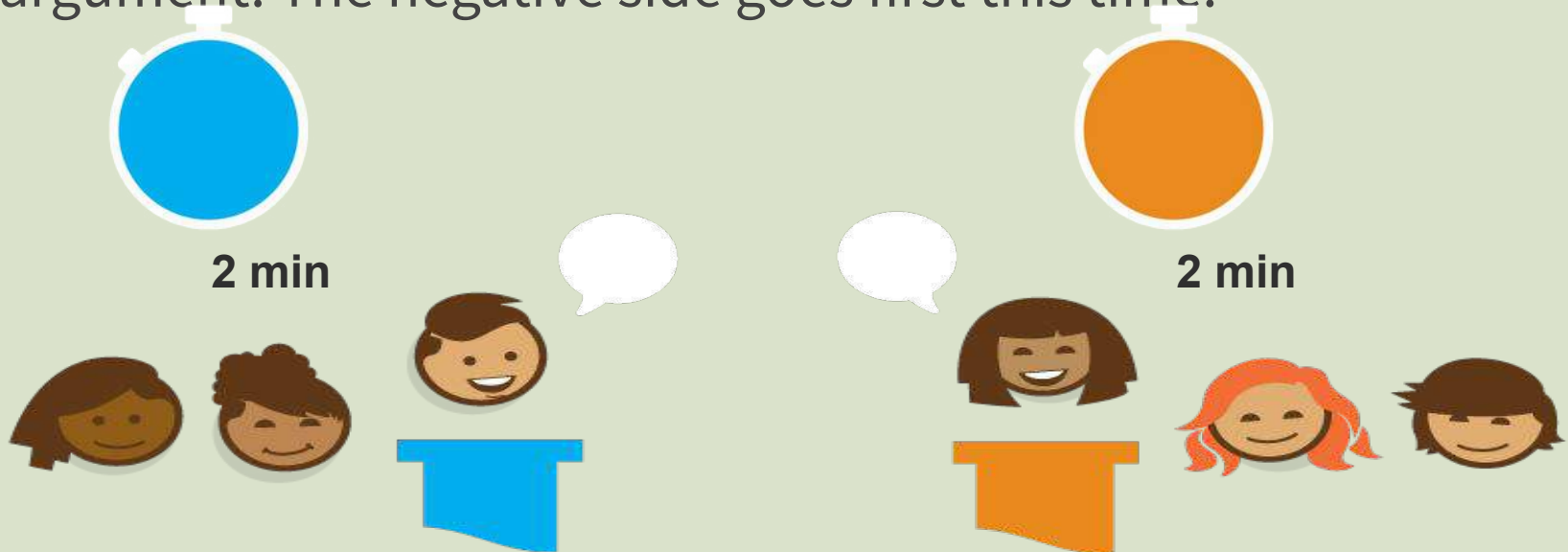
5 mins



Present Your Rebuttal (Response)

2 minutes each side

Each side has two minutes to deliver a rebuttal and close their argument. The negative side goes first this time.



From Oral Argument to Written Argument

Look at your notes. You have plenty of **reasons** and **evidence** from the text about all sides in the debate!

You are well prepared to write your CERCA based on the question you debated.



Breakout Rooms

Plan your argument for the debate!

Work together with your group (aqua or pink) on Step 5 to plan your argument for the debate

Every student should be taking notes on their graphic organizer (Step 5)

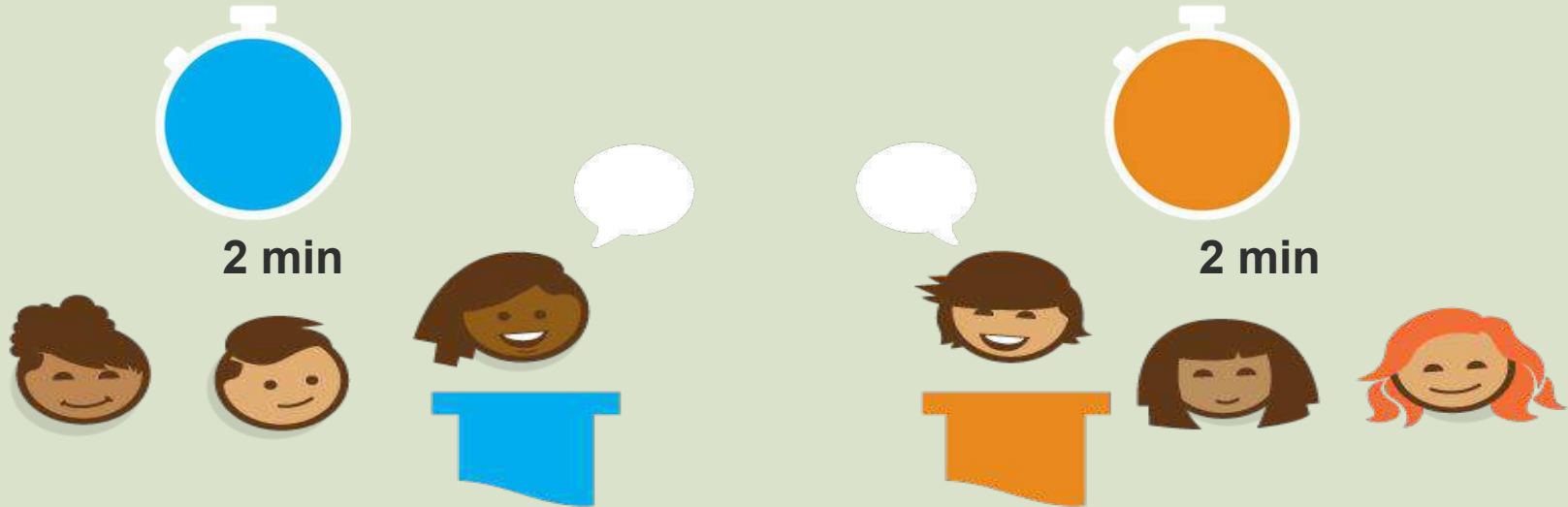
LET'S DEBATE!

Two students from each side debate using their graphic organizers while the other students take notes in the chat.

Present Your Arguments

2 minutes each side

Each side has two minutes to present their argument.
The affirmative side goes first.



Breakout Rooms

Plan your rebuttal for the debate!

Work together with your group (aqua or pink) to plan your **rebuttal**.

Be sure to add this in the counterargument section of your graphic organizer in Step 5.

Every student should be taking notes on their graphic organizer (Step 5)

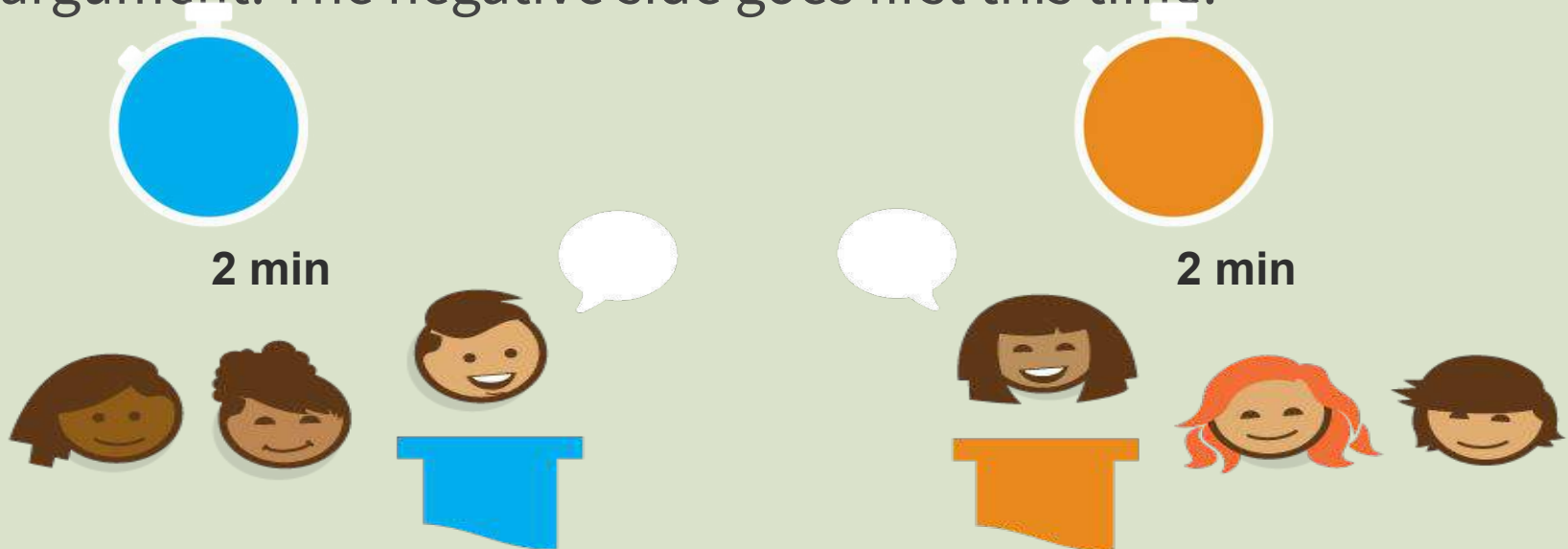
LET'S CONTINUE DEBATING!

Two **new** students from each side finish the debate using the rebuttals while the other students take notes in the chat.

Present Your Rebuttal (Response)

2 minutes each side

Each side has two minutes to deliver a rebuttal and close their argument. The negative side goes first this time.



Whole Group Share and Discuss

- What did you notice?
- What did you learn from your group or from the other group?
- What changes might you make to your argument?

Homework due by Class 6

- **Skills Lesson: Integrating Evidence**

Great work today,
class!



Class 6: **Reasoning**

Independent Practice

1. Log into ThinkCERCA.
2. Click on the Writing Lesson for today.

Class Preview

- Annotate reasoning (Step 3)
- Argument builder (Step 5)
- Finalize writing (Step 6)
- Activity: Partner work to discuss evidence & reasoning, partners work together to strengthen one piece of reasoning for each student

Classroom Rules

1. Join the Zoom Class at least **5 minutes early**, so the teacher can start right away
2. **Participate** regularly and **pay attention** (teachers will be grading on participation) including:
 - Having your camera on
 - Answering questions when asked
 - Discussing in small groups
 - Please don't use the chat and annotation feature while the teacher is teaching
3. Submit **homework** assignments **on time**
4. Dress for class appropriately (clothes you would wear to school)

Homework due today. Is it completed?

- **Skills Lesson: Integrating Evidence**

Today, we will be learning about...

- Reasoning

- *Using your assigned writing lesson*
- *Thinking about:*
 - *The class discussion question and writing prompt*

What do you remember about **claims, reasons & evidence** from last week?

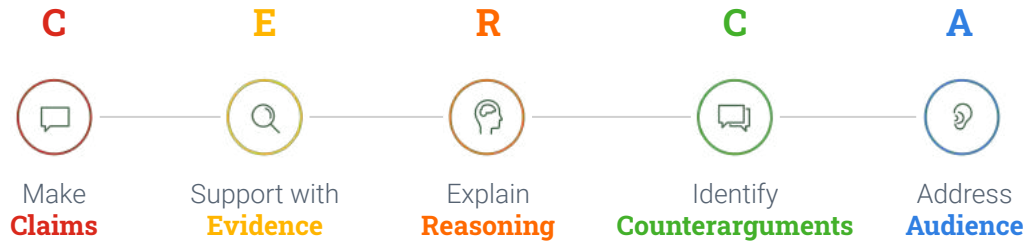
What is an argument?

An **argument** is something we make to persuade others of our opinions.

It can be a piece of writing, a speech, a video, or a slideshow.

People make arguments to help others understand their ideas.

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Parts of an Argument

1

Arguments start with an **introduction**, which contains a **summary** and a claim.

2

Claims are supported by the body of the argument, which contains **reasons** and **evidence** to support the claim.

3

The argument ends with a **conclusion**, which recaps the main points and calls readers to action or provides final insights on the topic.

Parts of an argument



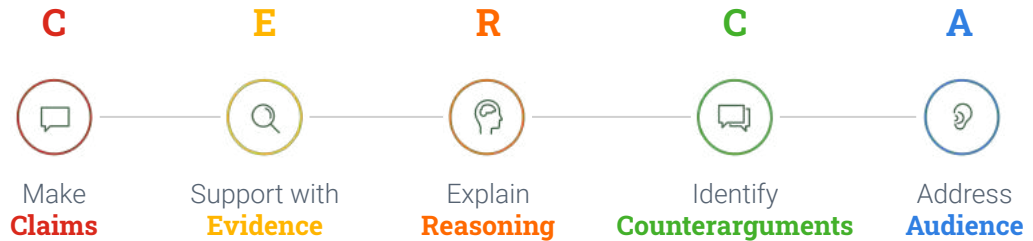
What is an argument?

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It can be a piece of writing, a speech, a video, or a slideshow.

People make arguments to help others understand their ideas.

170



Parts of an Argument

1

Arguments start with an **introduction**, which contains a **summary** and a **claim**.

2

Claims are supported by the body of the argument, which contains **reasons** and **evidence** to support the claim.

3

The argument ends with a **conclusion**, which recaps the main points and calls readers to action or provides final insights on the topic.

Parts of an argument



Direct Instruction Lesson: Reasons and Reasoning



What **reasoning** is.

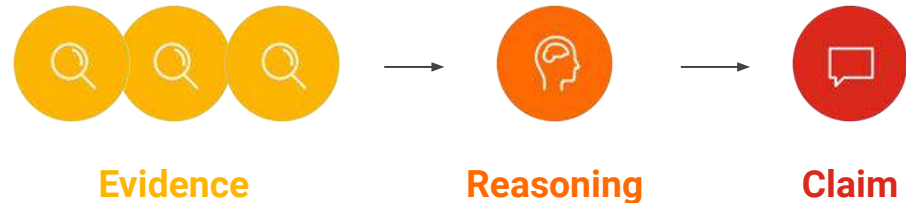
The difference between **reasons** and **reasoning**.

What makes **good reasoning**.

What is Reasoning?

Reasoning is an explanation of **why you hold your claim** and **how your evidence proves your claim**.

Connection between your claim and evidence.



Reasoning helps us build arguments

There are **two ways** in which we do this.

Reasons

In the **CLAIM**

Help structure
the argument

Reasoning

In the **BODY**

Helps our audience
understand:

- how we interpret
our evidence
- why we believe it
supports our claim



What is the difference between **reasons** and **reasoning**?

Reasons

Main points that make your claim strong.

Supported or defended with evidence.

A reason is **what** you think.

Reasoning

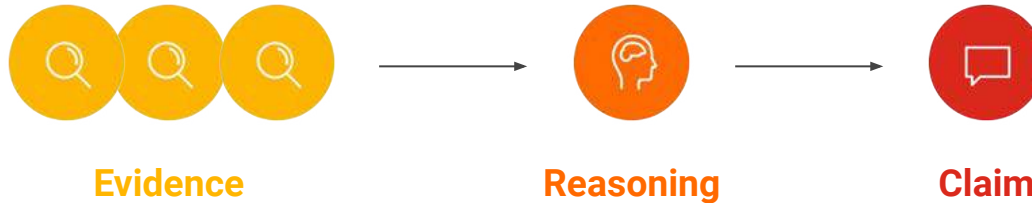
Explanation that expresses how you understand the evidence and link back to your claim.

Reasoning explains **why** you think it.

Good **reasoning**...

explains how evidence supports your claim.

is based on values and logic that your audience would be likely to accept.



In this lesson **you learned...**

1

what reasons are

2

what reasoning is

Now you can learn how to use this knowledge to improve your reading, and listening and speaking skills too!

Let's look at **evidence** from the article
a couple of weeks ago to determine
our **claim** and **reasons**

**Go back to the article from class 4, and look at the
evidence highlighted**

What are our **REASONS**?

Example claim:  because...

What are our **REASONS**?

Example claim:  because...



What are our **REASONS**?

Example claim: ... because ... and ...

Reason 1 -

Reason 2 -

Let's annotate our evidence and
write our **reasoning**!

Ask yourself:

“Why am I including this evidence?”

“How does my evidence relate to my claim?”

“How does it relate to the real world?”

Independent Practice

Step 3: Engage with the Text

- Choose three pieces of already highlighted evidence from today's Writing Lesson.
- Annotate with your reasoning

Whole Group Share and Discuss

Chat in one piece of evidence you highlighted with the reasoning your wrote.

Discuss changes to be made to the reasoning stronger

Partner Work: Break Out Rooms!

Step 5 (Build Your Argument)

- Write a claim organized into three reasons
- Add one piece of evidence and reasoning for each reason (*3 pieces of evidence and reasoning total*)

Group Work: New Break Out Rooms!

Step 5 (Build Your Argument)

Share with your new group: what you wrote with your partner.

Ask each other clarifying questions.

Revise your graphic organizer in Step 5.

Independent Practice

Step 6: Write your CERCA

- Click “copy all to draft” in Step 6
- Revise work
- Write Your CERCA by adding in an introduction (summary with their claim + three reasons) and a conclusion

I will provide in the moment feedback while you work!

Whole Group Share and Discuss

- What did you notice?
- What did you learn from your group or from the other group?
- What changes might you make to your argument?

Homework due by Class 7

- **Skills Lesson: Reasoning**
- **Read text for next class**

The background is a solid blue color. It is decorated with several circles of varying sizes and colors. Some circles are white with a thin red outline, while others are solid white or solid red. They are scattered across the slide, with a higher concentration near the top and bottom edges.

Great job, class!

Class 7:

Reasoning + Organizing Arguments

Independent Practice

1. Log into ThinkCERCA.
2. Click on the Writing Lesson for today.
3. Complete Step 1 (Connect) and Step 4 (Summarize)
 - a. Be prepared to share!

Homework due by Class 7

- **Skills Lesson: Reasoning**
- **Read text for next class**

Class Preview

- Complete Steps 1, 2, 3, , 5 (Connect, Read, Engage with Text, Argument Builder)
- Whole Group Discussion
- Activity: Collaboration to Find Evidence & Reasoning

Classroom Rules

1. Join the Zoom Class at least **5 minutes early**, so the teacher can start right away
2. **Participate** regularly and **pay attention** (teachers will be grading on participation) including:
 - Having your camera on
 - Answering questions when asked
 - Discussing in small groups
 - Please don't use the chat and annotation feature while the teacher is teaching
3. Submit **homework** assignments **on time**
4. Dress for class appropriately (clothes you would wear to school)

Today, we will be learning about...

- Review: Reasoning
- Organizing Arguments
 - *Using your assigned writing lesson*
 - *Thinking about:*
 - *The class discussion question and writing prompt*

What do you remember about
reasoning from last week?

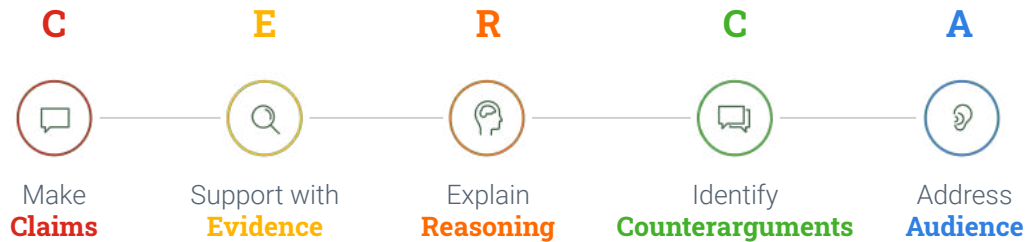
What is an argument?

An **argument** is something we make to persuade others of our opinions.

It can be a piece of writing, a speech, a video, or a slideshow.

People make arguments to help others understand their ideas.

199



Parts of an Argument

1

Arguments start with an **introduction**, which contains a **summary** and a claim.

2

Claims are supported by the body of the argument, which contains **reasons** and **evidence** to support the claim.

3

The argument ends with a **conclusion**, which recaps the main points and calls readers to action or provides final insights on the topic.

Parts of an argument



Independent Practice

Step 1: Connect

Complete **Step 1: Connect** in ThinkCERCA for the assigned lesson.

- Step 1 is meant for you to make a connection to what you are about to read in the text!

Turn & Talk:

Share your Connections
with your classmates

Whole Group Read Aloud

Step 2: Read

I will call on students to read each paragraph aloud.

Follow along as your peers read.

Comprehension Check

Step 2: Read

1. I will call on students to read each question.
2. Then, you will have time to answer the questions on your own.
 - a. Check your work.
 - b. Submit your answers!
3. Whole class review of correct answers.

Teacher Example

Step 3: Engage with the Text

Remember to ask yourself:

1. “Why am I including this evidence?”
2. “How does my evidence relate to my claim?”
3. “How does it relate to the real world?”

Evidence + Reasoning Example

Claim:

Evidence: According to the text, “...”

Reasoning:

Divide the class in half for Step 3: Engage with the Text

- **½ class for**
- **½ class against**

Independent Practice

Step 3: Engage with the Text

Highlight at least 3 pieces of evidence and
annotate reasoning **for your side**

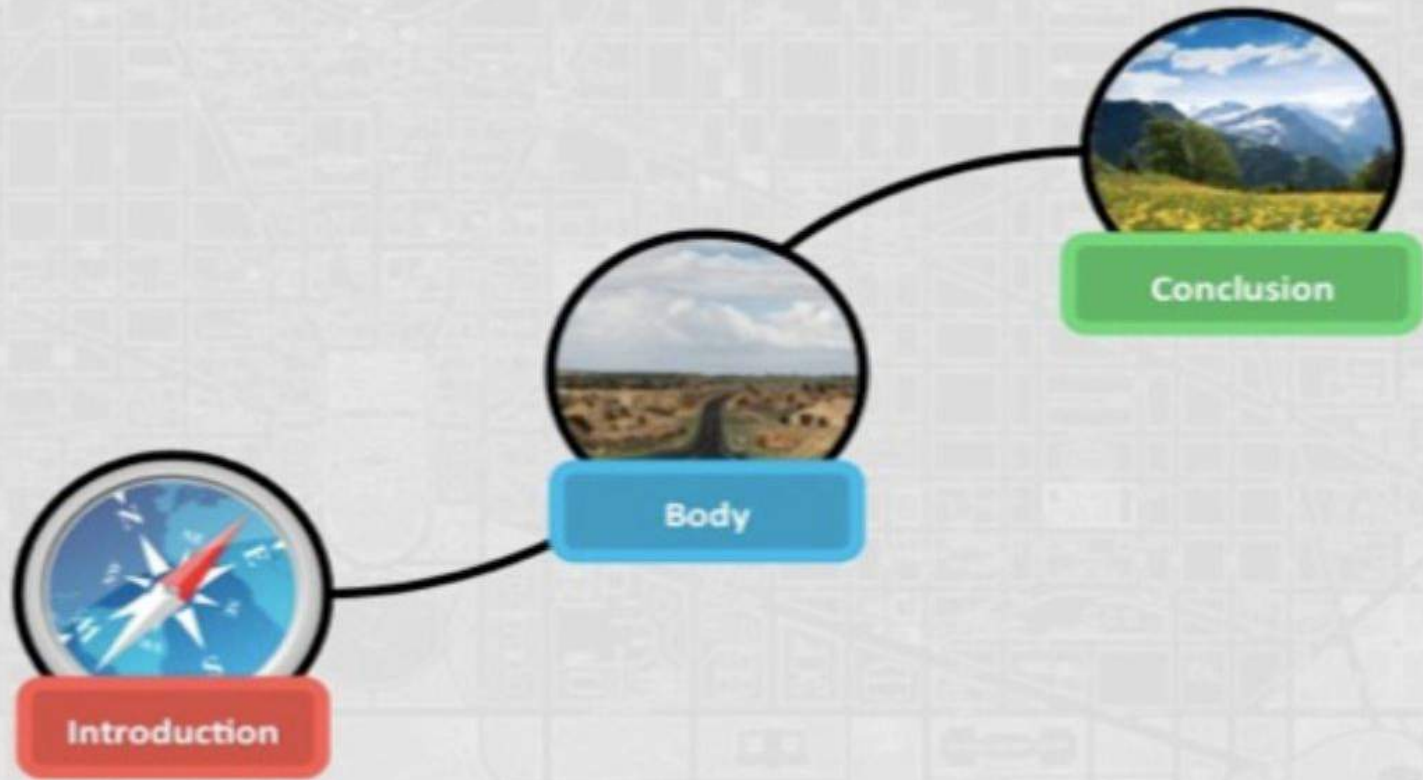
I will check in with each of you for in the moment feedback

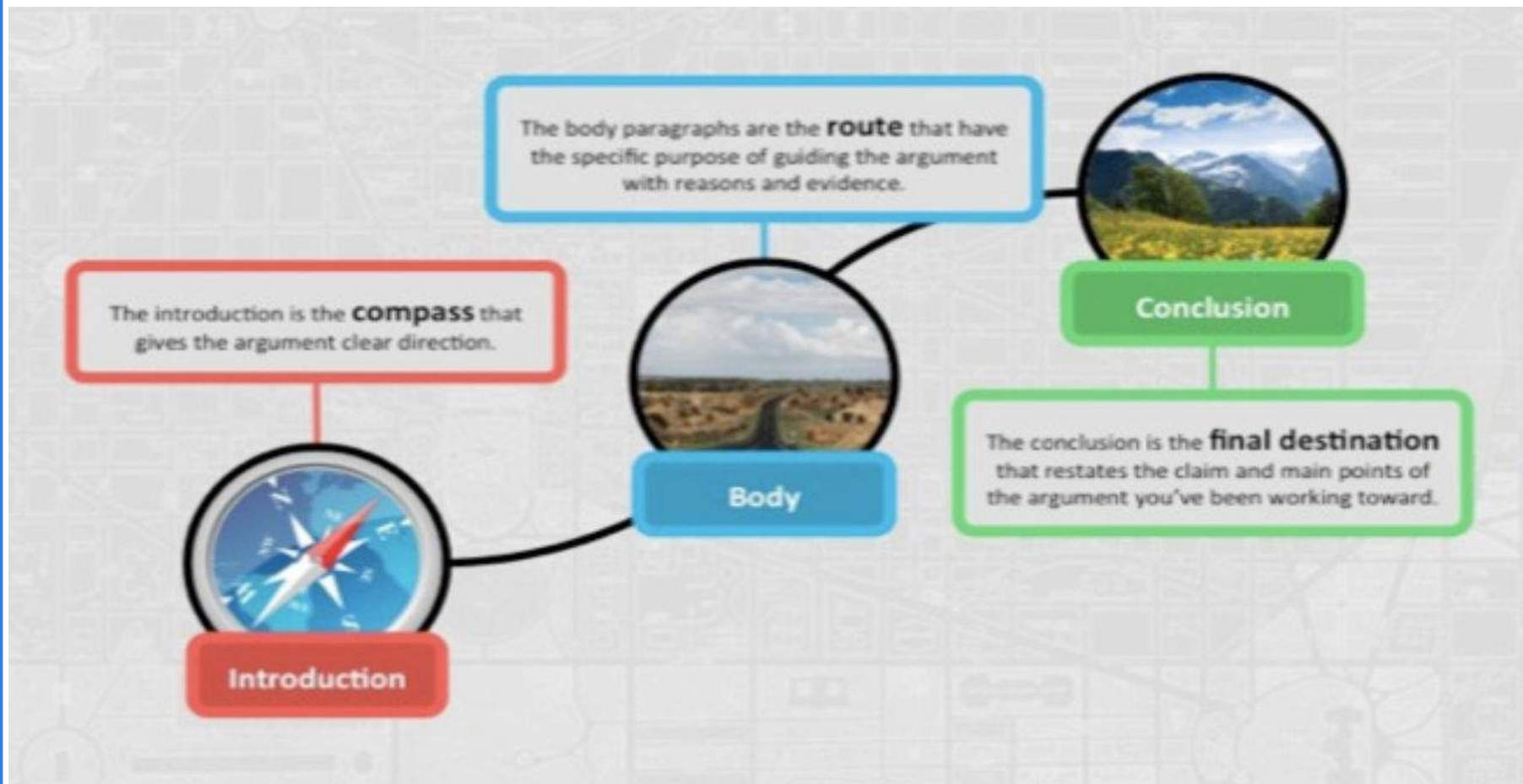
Whole Group Share

Share evidence you highlighted and
the reasoning you wrote

Organizing Arguments

- **Introduction (Summary, Claim with three reasons)**
 - **Body paragraph 1 with Reason 1**
 - Evidence & Reasoning
 - **Body paragraph 2 with Reason 2**
 - Evidence & reasoning
 - **Body paragraph 3 with Reason 3**
 - Evidence & reasoning
- **Conclusion**





The introduction tells readers what the argument is about and how you plan to navigate your claim.

Summarize the “ongoing argument” on the issue.

Present your claim—whether you agree, disagree, or both.

Explain your reasons *why*.

The body paragraphs are the landmarks on the roadmap of your argument.



Body Paragraph 1



Body Paragraph 2



Body Paragraph 3

The conclusion is the end of your argument and sums up all of the information you have gathered about your claim.

Restate your claim.

Summarize how you proved or defended the claim.

Encourage readers to agree or **take action**.

Organization Checklist



Is the paragraph order logical?

If *not*, then rearrange the paragraphs.

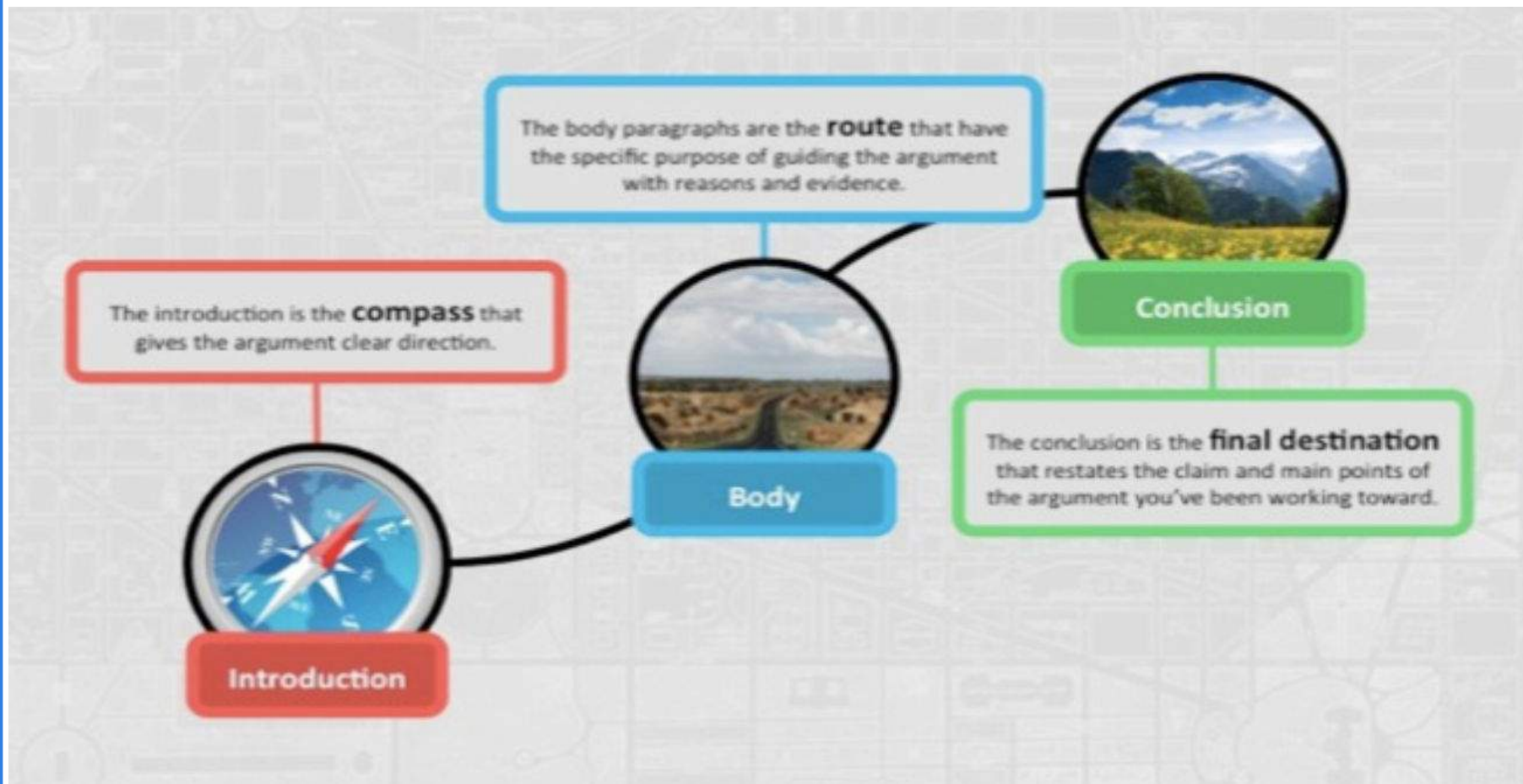


Do the sentences flow from one idea to another?

If *not*, then insert transitions to connect ideas more clearly.

Transitions are words, phrases, and clauses that show how ideas are related.

Relationship	Transitions
Add Ideas	also, and, both . . . and, finally, in addition, next
Admit a point	although true, granted, of course, since this is so
Choice	either . . . or, neither . . . nor, nor, or, otherwise
Compare	at the same time, in the same way, likewise, similarly
Contrast	but, however, instead, on the contrary, yet
Illustrate	for example, in other words, specifically, that is
Importance	above all, mainly, more important, most of all, surely
Summarize	all in all, for these reasons, in conclusion, in short
Time	after, finally, first, later, next, since, then, when



Organizing Arguments

- **Introduction (Summary, Claim with three reasons)**
 - **Body paragraph 1 with Reason 1**
 - Evidence & Reasoning
 - **Body paragraph 2 with Reason 2**
 - Evidence & reasoning
 - **Body paragraph 3 with Reason 3**
 - Evidence & reasoning
- **Conclusion**

Independent Practice: Steps 5 & 6

1. **Step 5 (Build your Argument)**
2. **Step 6 (Create your CERCA)** - Copy all to draft, begin revising.

Make sure you have:

- Introduction with a summary and clear claim with three reasons
- Reason 1
 - one piece of evidence & reasoning
- Reason 2
 - one piece of evidence & reasoning
- Reason 3
 - one piece of evidence & reasoning
- Conclusion

Homework due by Class 8

- **Skills Lesson: Organizing Arguments**

A cluster of overlapping circles in various shades of blue and grey, located in the top right corner of the slide.

Have a great evening!

See you soon!

Class 8:

Counterarguments

1. Log into ThinkCERCA.
2. Click on the Writing Lesson for today.

Class Preview

- Engage with the Text (Step 3)
- Argument Builder (Step 5)
- Formal Writing (Step 6)
- Submit work (Step 6)
- Activity: Debate (#2)

Classroom Rules

1. Join the Zoom Class at least **5 minutes early**, so the teacher can start right away
2. **Participate** regularly and **pay attention** (teachers will be grading on participation) including:
 - Having your camera on
 - Answering questions when asked
 - Discussing in small groups
 - Please don't use the chat and annotation feature while the teacher is teaching
3. Submit **homework** assignments **on time**
4. Dress for class appropriately (clothes you would wear to school)

Homework due by today. Is it completed?

- **Skills Lesson: Organizing Arguments**

Today, we will be learning about...

- Counterarguments

- *Using your assigned writing lesson*
- *Thinking about:*
 - *The class discussion question and writing prompt*

What do you remember about
organization and reasoning?

Direct Instruction Lesson: Counterarguments



What a **counterargument** is.

The importance of including **counterarguments**.

What makes a **good counterargument**.

What is a
counterargument?

Response to what others might say
if they challenge or question your
argument.



Counterargument sentence stems

Counterargument

Others might say...

Some people might argue...

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Rebuttal

However...



Why should we use **counterarguments**?

Counterarguments strengthen arguments.

- lets the audience know that you have given all sides of the issue careful consideration



How do we make a
good
counterargument?

Acknowledge the other side, then
prove why your point is better by
including more evidence.

The evidence should support your
claim and is followed up with a
reason.



What makes a good
counterargument?

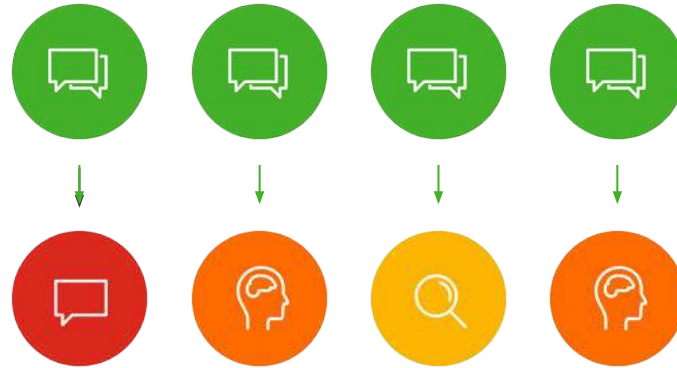
It **builds upon the same issues or concerns** as those who have an alternative or opposing viewpoint.



Where should we
use a
counterargument?

Anywhere!

Use them to strengthen your own
thoughts throughout your
argument.



Counterarguments **build upon** the same issue or concerns

Example:

Some might say that football is too dangerous and cannot be made safer, so young people should not be able to play.

However, popular leagues like Pop Warner are already making positive changes, such as changing tackling practices. Their advisory board members says in the text, “We think ... we can eliminate 60-plus percent of the brain impacts or concussions.”

As the two sides continue to debate, they will uncover issues where they differ in their views.

Example continued...

Counterargument: Some might say that football is too dangerous and cannot be made safer, so young people should not be able to play.

Rebuttal/Why is my claim correct?: However, popular leagues like Pop Warner are already making positive changes, such as changing tackling practices. Their advisory board members says in the text, “We think ... we can eliminate 60-plus percent of the brain impacts or concussions.”

Reasoning: Teamwork and responsibility are skills that all young people need to develop. These skills are not only useful in sports, but in the classroom and future jobs. Football has proven to be an excellent teacher of traits like these, taking it away from young people would be a significant loss. Football leagues have demonstrated great efforts to make the game safer and are being aided by the world’s best scientists. While the game is dangerous now, it is getting safer every day.

In this lesson **you learned...**

1

what a
counterargument is

2

the importance of
including
counterarguments

3

what makes a
good
counterargument

Now you can learn how to use this knowledge to improve your
reading, and listening and speaking skills too!

Divide the class in half for Step 3: Engage with the Text

- **½ class for**
- **½ class against**

Independent Practice

Step 3 (Engage)

½ class **FOR**:

½ class **AGAINST**:

- Check your highlights for **your side**
- Highlight **1 piece of evidence** for the **other side**

Independent Work

Write a Counterargument in Step 5

- Write a counterargument and put it in your graphic organizer in Step 5.
- Once you have completed, chat in your counterargument for the class to review

Whole Group Share and Discuss

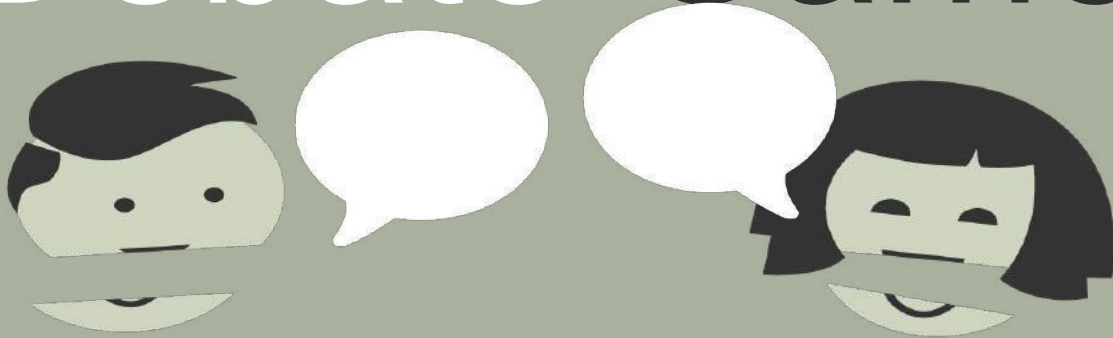
Chat in your counterarguments

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How can we strengthen these counterarguments?

Students' Counterargument Examples

The Debate Game



Discussion

What is debate, and why should we do it?

How Does Debate Relate to ThinkCERCA?

Each of the elements of CERCA have a role in a debate.
Each argument presented by a side includes these elements.



Claim



Evidence



Reasons
Reasoning

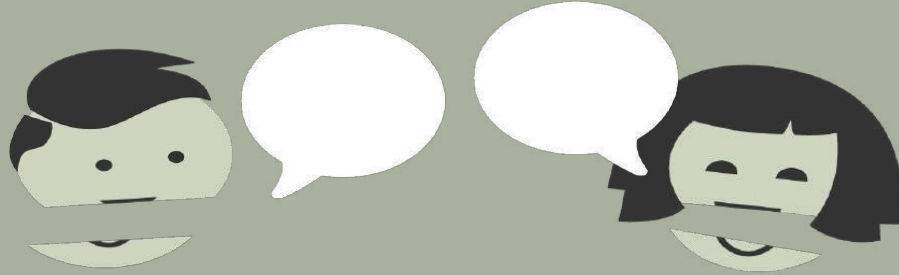


Counterargument



Audience

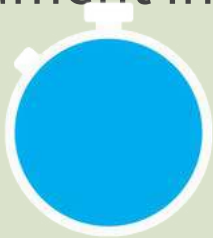
The Debate Game



Prepare Your Argument

10 minutes

Students work together in their group to prepare their argument in Step 5



10 min



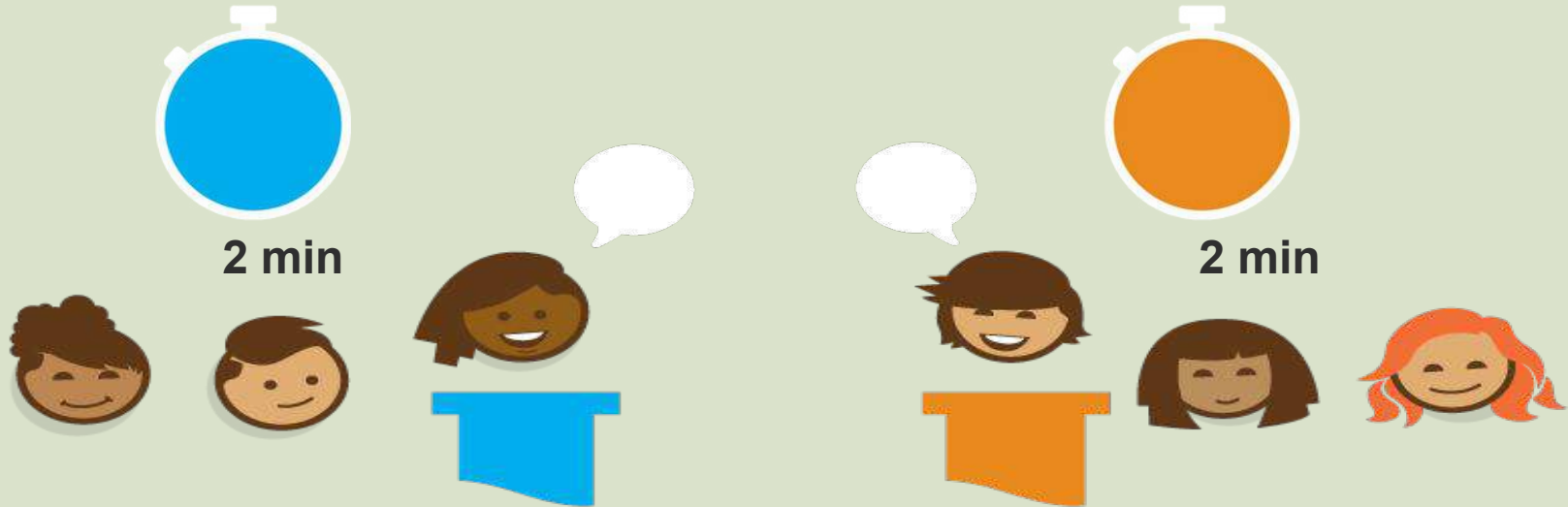
10 min



Present Your Arguments

2 minutes each side

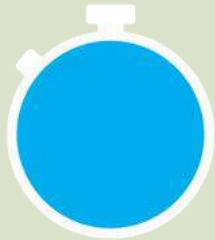
Each side has two minutes to present their argument.
The affirmative side goes first.



Prepare Your Rebuttal (Response)

5 minute each side

Both sides get one minute to prepare their rebuttal.



1 min



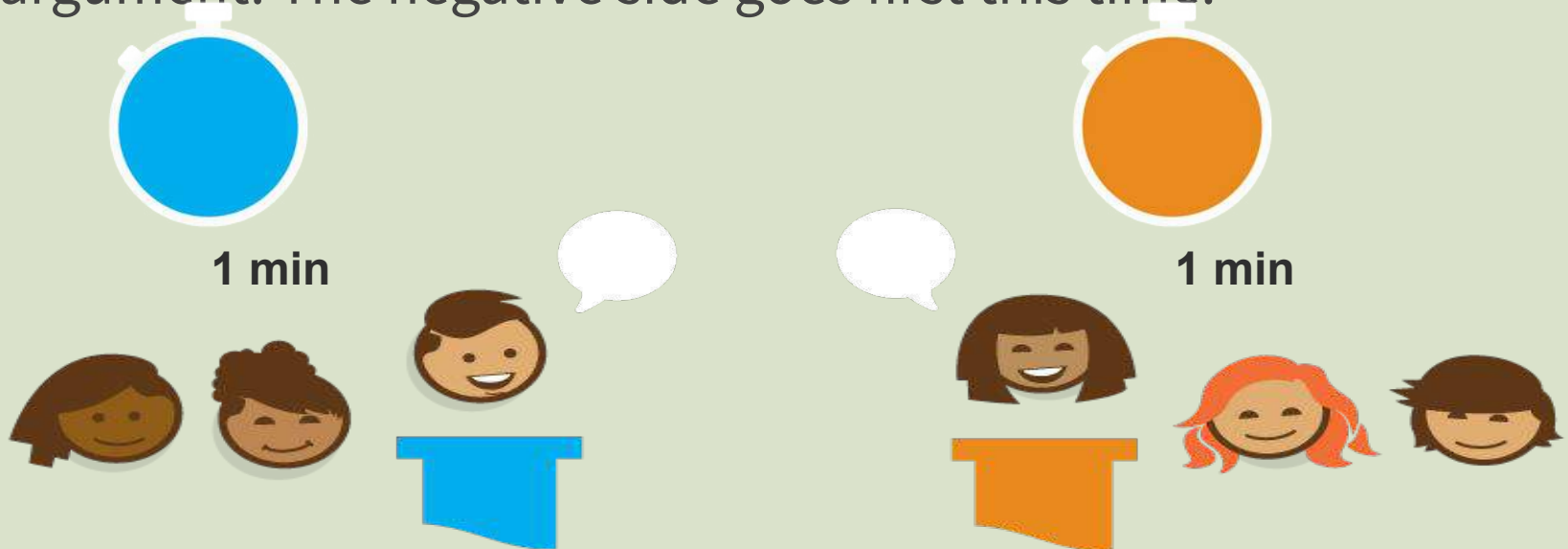
1 min



Present Your Rebuttal (Response)

1 minute each side

Each side has one minute to deliver a rebuttal and close their argument. The negative side goes first this time.



From Oral Argument to Written Argument

Look at your notes. You have plenty of **reasons** and **evidence** from the text about all sides in the debate!

You are well prepared to write your CERCA based on the question you debated.



Breakout Rooms

Plan your argument for the debate!

Work together with your group (aqua or pink) on Step 5 to plan your argument for the debate

Every student should be taking notes on their graphic organizer (Step 5)

LET'S DEBATE!

Two students from each side debate using their graphic organizers while the other students take notes in the chat.

Breakout Rooms

Plan your rebuttal for the debate!

Work together with your group (aqua or pink) to plan your **rebuttal**.

Be sure to add this in the counterargument section of your graphic organizer in Step 5.

Every student should be taking notes on their graphic organizer (Step 5)

LET'S CONTINUE DEBATING!

Two **new** students from each side finish the debate using the rebuttals while the other students take notes in the chat.

Whole Group Share and Discuss

- What did you notice?
- What did you learn from your group or from the other group?
- What changes might you make to your argument?

Independent Work

Write a Counterargument in Step 5

- Write a counterargument and put it in your graphic organizer in Step 5.
- Once you have completed, chat in your counterargument for the class to review

Independent Practice

Step 6: Write your CERCA

- Click “copy all to draft” in Step 6
- Revise work + check that it is organized correctly
- Revise for Grammar
- Submit!

I will provide in the moment feedback while you work!

Homework due by Class 9

- **Skills Lesson: Counterarguments**
- **Read text for next class**

The background is a solid blue color. It is decorated with several circles of varying sizes and colors. Some circles are white with a blue outline, some are solid blue, and some are red with a white outline. These circles are scattered across the top and bottom edges of the slide.

Great job today!

Class 9:

CrERC Review + Socratic Discussion

Independent Practice

1. Log into ThinkCERCA.
2. Click on the Writing Lesson for today.
3. Complete Step 1 (Connect) and Step 4 (Summarize)
 - a. Be prepared to share!

Class Preview

- Complete Steps 1, 2, 3, 4, 5 (Connect, Read, Engage with Text, Summarize, Build your Argument)
- Whole Group Discussion
- Activity: Socratic Discussion

Classroom Rules

1. Join the Zoom Class at least **5 minutes early**, so the teacher can start right away
2. **Participate** regularly and **pay attention** (teachers will be grading on participation) including:
 - Having your camera on
 - Answering questions when asked
 - Discussing in small groups
 - Please don't use the chat and annotation feature while the teacher is teaching
3. Submit **homework** assignments **on time**
4. Dress for class appropriately (clothes you would wear to school)

Homework due today. Is it completed?

- **Skills Lesson: Counterarguments**
- **Read text for today**

Today, we will be learning about...

- Review:
 - Claims, Reasons, Evidence, Reasoning
 - *Using your assigned writing lesson*
 - *Thinking about:*
 - *The class discussion question and writing prompt*

What do you remember about
Counterargument?

Independent Practice

Complete **Step 1: Connect**

Complete **Step 4: Summarize**

**Be ready to share with the class*

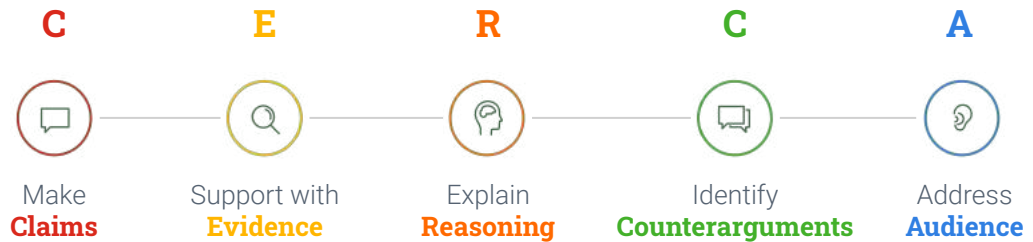
What is an argument?

An **argument** is something we make to persuade others of our opinions.

It can be a piece of writing, a speech, a video, or a slideshow.

People make arguments to help others understand their ideas.

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Parts of an Argument

1

Arguments start with an **introduction**, which contains a **summary** and a claim.

2

Claims are supported by the body of the argument, which contains **reasons** and **evidence** to support the claim.

3

The argument ends with a **conclusion**, which recaps the main points and calls readers to action or provides final insights on the topic.

Parts of an argument



Whole Group Read Aloud

Step 2: Read

I will call on students to read each paragraph aloud.

Follow along as your peers read.

Comprehension Check

Step 2: Read

1. I will call on students to read each question.
2. Answer the questions on your own.
 - a. Check your work.
 - b. Submit your answers!
3. Whole class review of correct answers.

Independent Practice

Step 3 (Engage)

½ class **FOR**: Aqua

½ class **AGAINST**: Pink

- Highlight **3 pieces of evidence** for **your side**
- Highlight **1 piece of evidence** for the **other side**

Socratic Discussion!

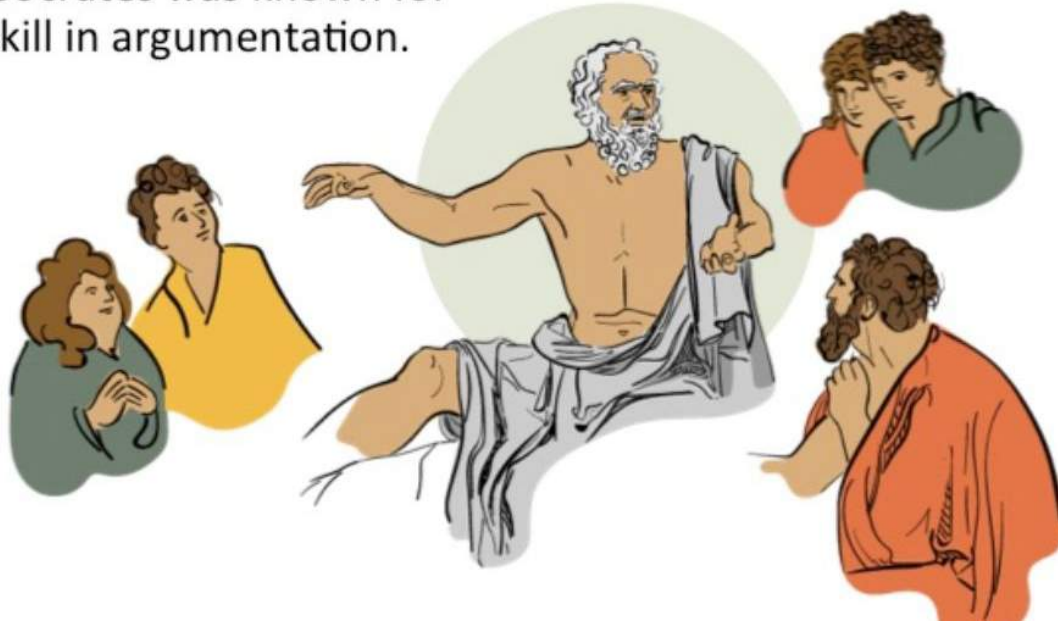
Based on the class discussion question

Socratic Discussions



What is a Socratic discussion?

It is a type of discussion named after the ancient Greek philosopher Socrates. Socrates was known for his great skill in argumentation.



What is a Socratic discussion?



“Argument” in this case doesn’t mean angry yelling; it means providing convincing support for an idea or opinion. You know—like a CERCA!

Questioning, Listening, Connecting

These principles make Socratic discussions a powerful thinking and learning tool, for everyone—students and teachers.



Socratic discussions help everyone
with critical thinking.



Participants consume and analyze information.

They make sure their analysis is reasonable and supported with evidence. They listen to different ideas and viewpoints.

Socratic discussions lift everyone's understanding to a higher level.

All ideas are heard – even surprising and uncommon ones.

Everyone gets a chance to participate--people who love to talk and those who need a little more time to get comfortable sharing their point of view out loud.

By the end of the discussion, everyone in the group has reached a better and richer understanding that they could not have reached on their own.





Socratic discussions improve the atmosphere inside and outside the classroom.

Participants become experts in speaking thoughtfully and thinking things through.

Participants become experts in listening respectfully with the goal of building a shared understanding, not tearing down other people's ideas.

Participants become experts in making connections between texts, ideas, and personal opinions and experiences.

Sample follow-up questions

Try using some of these questions and statements in discussion:

- Can you say more about that?
- What part of the text connects with that idea?
- What do you think of [_____]’s point?
- I agree with you because [_____].
- I disagree with the part where you said [_____] because [_____].

Socratic Discussion!

*Remember to use these follow-up questions

- Can you say more about that?
- What part of the text connects with that idea?
- What do you think of [_____]’s point?
- I agree with you because [_____].
- I disagree with the part where you said [_____] because [_____].

Whole Group Share and Discuss

- What did you notice?
- What did you learn from your peers during the discussion?
- What changes might you make to your argument?

Independent Practice:

Step 5 (Build Your Argument)

Make sure you have:

- Introduction with a clear claim (include two reasons)
- Reason one
 - 2-3 pieces of evidence & reasoning
- Reason two
 - 2-3 pieces of evidence & reasoning
- Reason three
 - 2-3 pieces of evidence & reasoning
- Counterargument and Conclusion

Homework due by Class 10

- **Skills Lesson: Conclusions in Arguments**

A series of overlapping circles in various shades of blue and grey, arranged in a diagonal line from the top right towards the center of the slide.

Have a great evening!

See you soon!

Class 10: **Audience**

1. Log into ThinkCERCA.
2. Click on the Writing Lesson for today.

Homework due today. Is it completed?

- **Skills Lesson: Conclusions in Arguments**

Class Preview

- Build your Argument (Step 5)
- Finalize Writing (Step 6)
- Activity: Debate (#3)

Classroom Rules

1. Join the Zoom Class at least **5 minutes early**, so the teacher can start right away
2. **Participate** regularly and **pay attention** (teachers will be grading on participation) including:
 - Having your camera on
 - Answering questions when asked
 - Discussing in small groups
 - Please don't use the chat and annotation feature while the teacher is teaching
3. Submit **homework** assignments **on time**
4. Dress for class appropriately (clothes you would wear to school)

Today, we will be learning about...

- Audience

- *Using your assigned writing lesson*
- *Thinking about:*
 - *The class discussion question and writing prompt*

Direct Instruction Lesson: Audience



What **audience** is

Types of audience

How to consider our **purpose** and **audience**.

What is an **audience**?

Group of people to whom you are presenting your argument.



Types of audiences



Those who **know nothing**
about the topic



Those who **know many things**
about the topic



Types of **audiences**



Some may **agree**



Some may **disagree**



Purpose for writing or speaking

When planning your argument, ask yourself these questions:

1. What do I want to accomplish?
2. What action do I want the audience to take?
3. What idea or belief do I want the audience to understand?



Purpose for writing or speaking

Imagine one person who will read your argument.

When planning your argument, ask yourself these questions:

1. To whom am I writing?
2. What background does he or she have?
3. Does he or she understand the topic?
4. Does he or she understand the claim?



Think about your **audience**

Good arguments include **language** that will
appeal to your audience's point of view.





Consider your **purpose**
and your **audience** when
making an argument!

In this lesson **you learned...**

1

what **audience** is

2

the **types** of
audience

3

How to consider
our **purpose** and
audience

Now you can learn how to use this knowledge to improve your
reading, and listening and speaking skills too!

Whole Group Discussion

If you were writing your argument to your teachers as your audience...

What specific words and phrases can you use in your CERCA in Step 6 to appeal to your teachers?

Words and phrases to use in your writing

Independent Practice

Step 3 (Engage)

½ class **FOR**: Aqua:

½ class **AGAINST**: Pink

- Highlight **3 pieces of evidence** for **your side**
- Highlight **1 piece of evidence** for the **other side**

Independent Practice

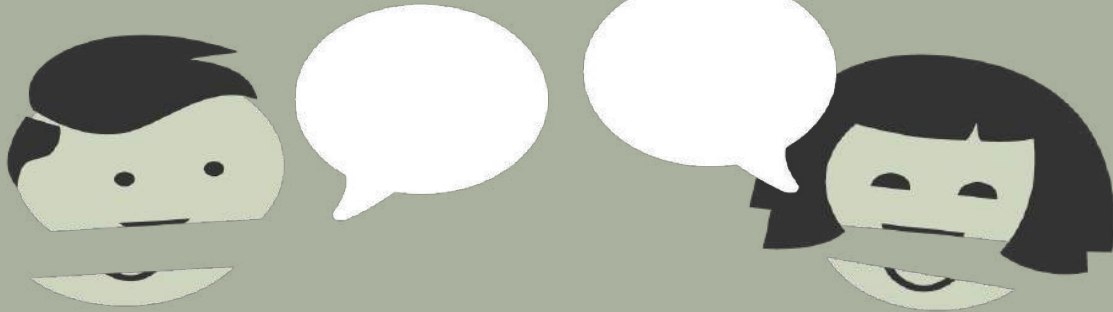
Step 6: Write Your CERCA

Copy all to draft, add audience appropriate language, and revise.

Make sure you have:

- Introduction with a clear claim (include three reasons)
- Reason one
 - 2-3 pieces of evidence & reasoning
- Reason two
 - 2-3 pieces of evidence & reasoning
- Reason three
 - 2-3 pieces of evidence & reasoning
- Counterargument and Conclusion

The Debate Game



Discussion

What is debate, and why
should we do it?

How Does Debate Relate to ThinkCERCA?

Each of the elements of CERCA have a role in a debate.
Each argument presented by a side includes these elements.



Claim



Evidence



Reasons
Reasoning

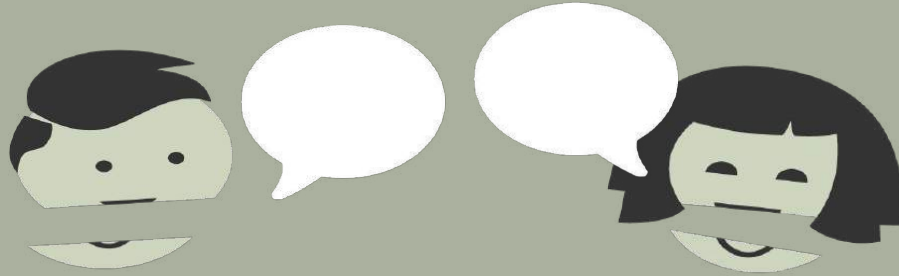


Counterargument



Audience

The Debate Game



Prepare Your Argument

10 minutes

Students work together in their group to prepare their argument in Step 5



10 min



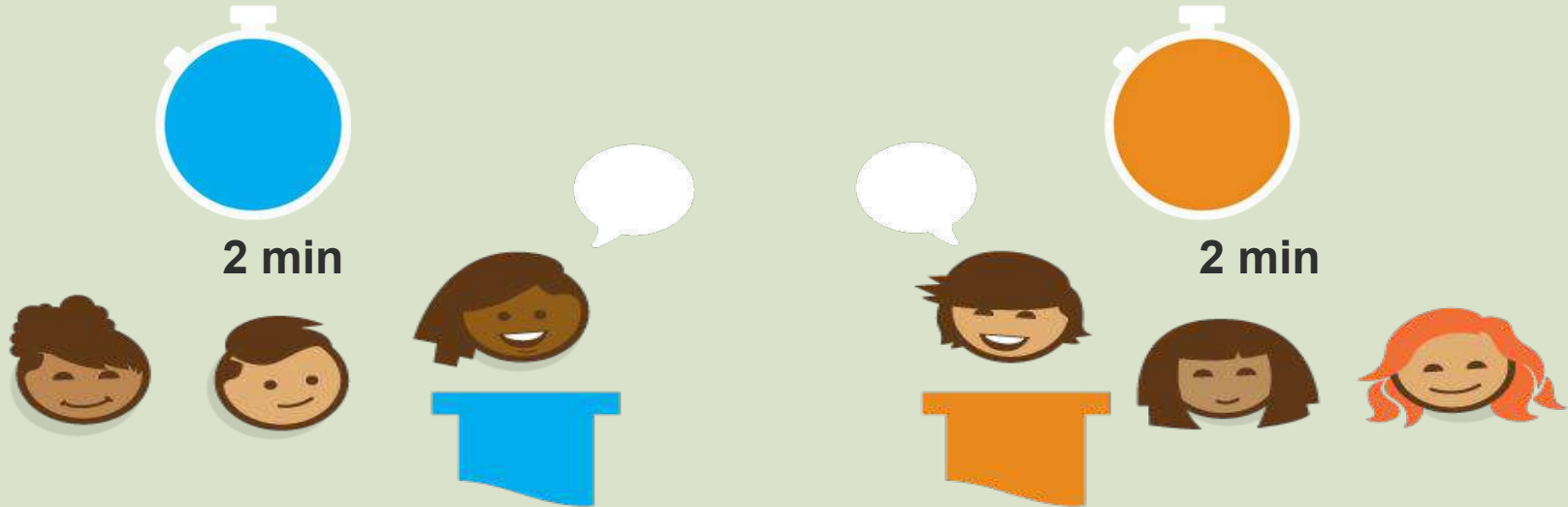
10 min



Present Your Arguments

2 minutes each side

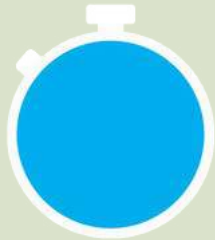
Each side has two minutes to present their argument.
The affirmative side goes first.



Prepare Your Rebuttal (Response)

5 minute each side

Both sides get one minute to prepare their rebuttal.



1 min



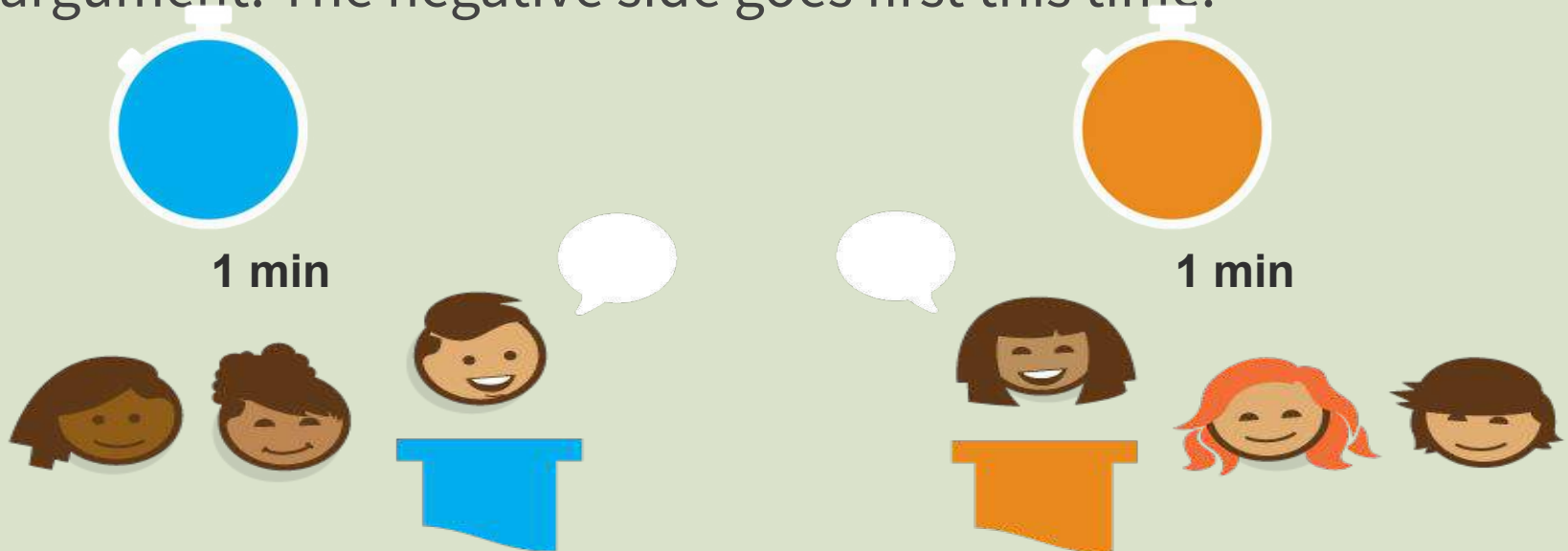
1 min



Present Your Rebuttal (Response)

1 minute each side

Each side has one minute to deliver a rebuttal and close their argument. The negative side goes first this time.



From Oral Argument to Written Argument

Look at your notes. You have plenty of **reasons** and **evidence** from the text about all sides in the debate!

You are well prepared to write your CERCA based on the question you debated.



Breakout Rooms

Plan your argument for the debate!

Work together with your group (aqua or pink) on Step 5 to plan your argument for the debate

Every student should be taking notes on their graphic organizer (Step 5)

LET'S DEBATE!

Two students from each side debate using their graphic organizers while the other students take notes in the chat.

Breakout Rooms

Plan your rebuttal for the debate!

Work together with your group (aqua or pink) to plan your **rebuttal**.

Be sure to add this in the counterargument section of your graphic organizer in Step 5.

Every student should be taking notes on their graphic organizer (Step 5)

LET'S CONTINUE DEBATING!

Two **new** students from each side finish the debate using the rebuttals while the other students take notes in the chat.

Whole Group Share and Discuss

- What did you notice?
- What did you learn from your group or from the other group?
- What changes might you make to your argument?

Homework due by Class 11

- **Skills Lesson: Audience**
- **Read text for next class**

The background is a solid blue color. It is decorated with several circles of varying shades of blue and white. Some circles are solid, while others are hollow outlines. They are scattered across the slide, with a higher concentration near the top and bottom edges.

Awesome job today!

Class 11: **CERCA Review**



Independent Practice

1. Log into ThinkCERCA.
2. Click on the Writing Lesson for today.
3. Complete Step 1 (Connect) and Step 4 (Summarize)
 - a. Be prepared to share!

Class Preview

- Complete Steps 1, 2, 3, 4, 5 (Connect, Read, Engage with Text, Summarize, Build your Argument)
- Activity: Collaborating to Find Evidence & Reasoning

Classroom Rules

1. Join the Zoom Class at least **5 minutes early**, so the teacher can start right away
2. **Participate** regularly and **pay attention** (teachers will be grading on participation) including:
 - Having your camera on
 - Answering questions when asked
 - Discussing in small groups
 - Please don't use the chat and annotation feature while the teacher is teaching
3. Submit **homework** assignments **on time**
4. Dress for class appropriately (clothes you would wear to school)

Homework due today. Is it completed?

- **Skills Lesson: Audience**
- **Read text for next class**

Today, we will be learning about...

- CERCA Review

- *Using your assigned writing lesson*
- *Thinking about:*
 - *The class discussion question and writing prompt*

What do you remember about
Audience?

Independent Practice

Complete **Step 1: Connect**

Complete **Step 4: Summarize**

**Be ready to share with the class*

Comprehension Check

Step 2: Read

1. I will call on students to read each question.
2. Answer the questions on your own.
 - a. Check your work.
 - b. Submit your answers!
3. Whole class review of correct answers.

Independent Practice

Step 3 (Engage)

$\frac{1}{2}$ class **FOR**:

$\frac{1}{2}$ class **AGAINST**:

- Highlight **3 pieces of evidence** for **your side**
- Highlight **1 piece of evidence** for the **other side**

Breakout Rooms!

Partner Work: Step 3 (Engage)

Students with the same color will **work together on Step 3, finding evidence for their side and annotating evidence with reasoning**

***Be sure to find at least one counterargument!**

Breakout Rooms #2

Small Group Work: Step 3 (Engage)

In groups of 4, **discuss the evidence and reasoning you highlighted and annotated**, making changes if necessary.

Ask each other clarifying questions.

I will visit individual breakout rooms to discuss with you!

Whole Group Share

Share what you highlighted and annotated.

Share group discussions and noticings.

Independent Practice

Step 5 (Build Your Argument)

Work on Step 5 (Build your Argument) independently

I will be checking in with you all for in the moment feedback

Whole Group Share and Discuss

- What did you notice?
- What did you learn from your group or from the other group?
- What changes might you make to your argument?

Homework due by Class 12

- **Skills Lesson: Transitions in Arguments**



Great work!



Class 12: **CERCA Review**



1. Log into ThinkCERCA.
2. Click on the Writing Lesson for today.
 - a. Make sure that Steps 1, 2, 3, 4, and 5 are complete.

Class Preview

- Finalize Writing (Step 6)
- Activity: Peer Editing in Breakout Rooms

Classroom Rules

1. Join the Zoom Class at least **5 minutes early**, so the teacher can start right away
2. **Participate** regularly and **pay attention** (teachers will be grading on participation) including:
 - Having your camera on
 - Answering questions when asked
 - Discussing in small groups
 - Please don't use the chat and annotation feature while the teacher is teaching
3. Submit **homework** assignments **on time**
4. Dress for class appropriately (clothes you would wear to school)

Homework due today. Is it completed?

- **Skills Lesson: Transitions in Arguments**

Today, we will be learning about...

- CERCA Review

- *Using your assigned writing lesson*
- *Thinking about:*
 - *The class discussion question and writing prompt*

Independent Practice

Step 6: Write Your CERCA

Copy all to draft, add audience appropriate language, and revise.

Make sure you have:

- Introduction with a clear claim (include three reasons)
- Reason one
 - 2-3 pieces of evidence & reasoning
- Reason two
 - 2-3 pieces of evidence & reasoning
- Reason three
 - 2-3 pieces of evidence & reasoning
- Counterargument and Conclusion

Partner Work

Breakout Room for Peer Editing

Peer edit work for content and grammar.

Discuss your suggested changes with your partner.

Make any appropriate **changes to your work.**

Independent Practice

Step 6: Create your CERCA

Finalize your work based on your peer revisions and submit your final CERCA!

Whole Group Share and Discuss

- What did you notice?
- What did you learn from your group or from the other group?
- What changes might you make to your argument?

Whole Group Share and Discuss

- What did you notice?
- What did you learn from your group or from the other group?
- What changes might you make to your argument?

Closing Out the Course

*Critical Thinking
through Reading,
Writing, and
Discussion*

- 1 CERCA Framework, Organizing Arguments
- 2 Claims and Introductions
- 3 Reasons
- 4 Evidence
- 5 Claim, Reasons, Evidence Review + Debate
- 6 Reasoning

Closing Out the Course (Continued)

*Critical Thinking
through Reading,
Writing, and
Discussion*

- 7 Reasoning Review + Organization
- 8 Counterargument
- 9 CERC Review + Socratic Discussion
- 10 Audience
- 11 CERCA Review
- 12 CERCA Review

Learning Objectives

*Critical Thinking
through Reading,
Writing, and
Discussion*



Learn how to critically read texts



Become a better collaborator



Learn the rules of argumentation in writing and speaking



Help everyone appreciate multiple points



Become a better writer



Present well-reasoned arguments and provide strong evidence in writing and speaking

Reading

Writing

Collaboration

Communication

College, Career, and Personal Readiness

ThinkCERCA Students are **Set Up for Success**



Consume Information



Think About It Critically



Communicate Effectively

College, Career, and Personal Readiness

CERCA Literacy Framework



360

Critical thinking across subjects



Nice work!