

ThinkCERCA: Critical Thinking through Reading, Writing, and Discussion

Middle School Remote Learning Lesson Plans - *For a live, virtual classroom*

Reminders for teachers:

- This is new for everyone so while the time suggestions total up to 90 minutes, we suggest you schedule 120 minute sessions so you have additional time if needed (for technology issues, students needing more time, etc).
- Have a ThinkCERCA poster behind you while teaching
- Review class rules and homework at the start of each class

Class	CERCA Focus	Lesson	Student Collaboration	Homework (Skills lessons and reading)
1	CERCA Overview, Summarizing	A Double-Edged Sword: The Automation of the Factory	"Debate" with Images	-Complete Step 4: Write your summary of the text - Purpose of Arguments
2	Claims, Introductions, Conclusions		Whole Group Discussions	- Claims in Arguments -Read text for next class
3	Reasons	Are Sports Really for Everybody?	Partner work to share claims & discuss reasons	- Selecting and Arranging Reasons
4	Evidence		Share evidence, explain why, create claim together	- Supporting Claims with Evidence -Read text for next class
5	Claim, Reasons, Evidence Review	Should Junk Food Be Banned in Schools?	Debate (#1)	- Integrating Evidence
6	Reasoning		Partner work to discuss evidence & reasoning and strengthen reasoning	- Reasoning -Read text for next class
7	Reasoning Review + Organizing Arguments	Uniform or Dress Code: There's a Difference	Collaborate to Find Evidence & Reasoning	- Organizing Arguments
8	Counterargument		Debate (#2)	- Counterarguments -Read text for next class
9	CERC Review	The Power of Video Games: Good or Evil?	Socratic Discussion	- Conclusions in Arguments
10	Audience		Debate (#3)	- Audience -Read text for next class
11	CERCA Review	Mental Health Risks to Girls Who Spend More Than an Hour a Day on Social Media – New Study	Collaborate to Find Evidence & Reasoning	- Transitions in Arguments
12	CERCA Review		Debate (#4)	None

ThinkCERCA: Critical Thinking through Reading, Writing, and Discussion

Remote Learning Lesson Plans

Reminder – This is new for everyone so while the time suggestions total up to 90 minutes, we suggest you schedule 120 minute sessions so you have additional time if needed (for technology issues, students needing more time, etc).

Class 1: Overview + Summarizing

Output:

[A Double-Edged Sword: The Automation of the Factory](#)

- Overview of CERCA
- Identify parts of an argument
- Complete Steps 1 and 2 (Connect, Read)
- Whole Group Discussion
- Activity: “Debate” with Images

Homework:

- Complete Step 4: Write your summary of the text
- [Purpose of Arguments](#)

**Show agenda in the beginning of each class (as students are logging on) + review rules at the start of each class.*

Student Engagement Activity: “Debate” with Images

🕒 10 minutes

Whole Group

1. Agenda
2. Teacher and Student Introductions
3. Class Rules, Format
4. Course Overview

🕒 15 minutes

Whole Group: Introduction to the CERCA Framework

Student Engagement Activity: “Debate” with Images

- For both images (or for time you can choose 1): Have students look at the image, come up with their claim, and verbally discuss with one another:
 - Their claims
 - Evidence in the image to support their claim
 - Reasoning to further explain how the evidence supports their claim

🕒 10 minutes

Whole group. Organizing Arguments, Teach CERCA steps

- Teach parts of an argument

🕒 10 minutes

Independent Practice. Complete Step 1: Connect

- Explain to students that Step 1 is meant for them to make a connection to what they are about to read in the text.
- Review Prompt and allow remaining time for drafting their response in the text box.

- Stop the students 1-2 minutes at the end to Turn/Talk amongst themselves about what they wrote.

🕒 10 Summarizing Slides

Whole group. Summarizing

- Ask students: “What do you know about summarizing?” Then call on a few students to share.
- Summarizing Slides

🕒 10 minutes

Whole group. Teacher reads aloud Additional Reading Practice ([Plate Over Pyramid](#)) and models to the class writing the summary below:

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.

🕒 10 minutes

Whole group. Step 2: Read

- Ask students to log into their ThinkCERCA accounts. Students will open the Writing Lesson to read the text in Step 2. Call on students to read each paragraph.

🕒 15 minutes

Whole group. Step 2: Complete Comprehension together.

- Go through each question/answer options and ask students to raise their hands for the answer they believe fits. Submit answers to show their score and explain the correct answers.

Review homework

[Purpose of Arguments](#)

Class 2: Claims + Introductions + Conclusions

Output:

[A Double-Edged Sword: The Automation of the Factory](#)

- Summary (Step 4)
- Claim (Step 5)
- Introduction (Step 6)
- Activity: Whole Group Discussions

Homework:

- [Claims in Arguments](#)
- Read text for next class

**Show agenda in the beginning of each class (as students are logging on) + review rules at the start of each class.*

Student Engagement Activity: Whole Group Discussions

🕒 10 minutes

Whole group. Step 4: Summarize

- (5 minutes) Ask students to log into ThinkCERCA and update their summaries in Step 4 of the Writing Lesson.
- Have students Turn/Talk amongst themselves about what they wrote. .

🕒 10 minutes

Whole group. Ask students: “What do you remember about summarizing?”

- Call on a few students to share. Then, as a class, come up with a strong summary for Peanuts in Schools.

🕒 10 minutes

Whole group. Have students share what they learned from the Introductions and Conclusions Direct Instruction lesson.

🕒 10 minutes

Whole group. Go through the Claims Direct Instruction Lesson.

🕒 10 minutes

Whole group. Review parts of an argument.

- Model writing a claim using the Additional Reading Practice from *last week* ([Plate Over Pyramid](#))

Claim (on slides): MyPlate is a better graphic than the food pyramid to explain healthy eating because it shows general recommendations for a healthy diet.

🕒 10 minutes

Partner work. Students work with their partner to create a claim together.

- Write their claim in Step 5 (Build Your Argument).

🕒 10 minutes

Whole Group Discussion. One student from each group will share their claim. Use sentence stems.

🕒 10 minutes

Independent Practice. Students to copy their summary from Step 4 and their claim from Step 5 onto Step 6 to write a strong introduction paragraph.

🕒 10 minutes

Partner work. Peer edit work for content and grammar.

- (If using Zoom, put students in [breakout rooms](#) and have students revise each other's work via the whiteboard and annotation features in the breakout).

Review homework

- [Claims in Arguments](#)
- Read text for next class

Class 3: Reasons

Output:

[Are Sports Really for Everybody?](#)

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

Homework:

- [Selecting and Arranging Reasons](#)

**Show agenda in the beginning of each class (as students are logging on) + review rules at the start of each class.*

Student Engagement Activity: Partner work to share claims & discuss potential reasons that support their claim

🕒 10 minutes

Independent practice. Step 4: Summarize

- Ask students to log into ThinkCERCA and write their summaries in Step 4.
- Have a few students briefly share their summaries

🕒 5 minutes

Whole group. Ask students: "What do you remember about claims + introductions + conclusions from last week?" Call on a few students to share.

🕒 10 minutes

Whole group. Go through parts of an argument and what it means to write a reason(s) for a claim.

🕒 15 minutes

Whole group. Step 2: Read & Comprehension

- Ask students to log into their ThinkCERCA accounts and open the Writing Lesson. Complete Comprehension Check together as a whole group.
- Go through each question/answer options and ask students to answer independently.
- Then, raise their hands for the answer they believe fits. Submit answers to show their score and explain the correct answers.

🕒 5 minutes

Whole group. Teacher models looking at claim from last week's text (Big Drinks: In or Out). Teacher models asking herself - "why do I believe my claim?? And then models writing a claim with two reasons.

Example claim:.

Reason 1:

Reason 2:

🕒 10 minutes

Partner work. Partners work together on Step 5 (Build Your Argument) to write a claim organized into two reasons.

🕒 15 minutes

Group work. Groups of 4 share what they completed in Step 5 (Build Your Argument). Students should ask each other clarifying questions.

🕒 15 minutes

Independent practice. Students “copy all to draft” and work on Step 6 (Write Your CERCA) by adding in an introduction (summary with their claim + two reasons) and a conclusion.

- Teacher will provide in the moment feedback.

🕒 5 minutes

Whole group. Teacher asks students:

What did you notice?

What did you learn from your partner or the other group?

What changes did you make to your argument?

Review homework

- [Selecting and Arranging Reasons](#)

Class 4: Evidence

Output:

[Are Sports Really for Everybody?](#)

- Highlights (Step 3)
- Writing Evidence (Step 5)
- Submitting work (Step 6)
- Activity: Share evidence, explain why, create claim together

Homework:

- [Supporting Claims with Evidence](#)
- Read text for next class

**Show agenda in the beginning of each class (as students are logging on) + review rules at the start of each class.*

Student Engagement Activity: *Share evidence, explain why, create claim together*

🕒 10 minutes

Whole group. Ask students: “What do you remember about reasons from last week?” Call on a few students to share.

- Review parts of an argument

🕒 10 minutes

Whole group. Go through Direct Instruction Evidence Lesson (slides).

- Teacher models highlighting one piece of Evidence for each side in Step 3 (Engage).

🕒 5 minutes

Independent Practice. Students highlight evidence on their own in Step 3 (Engage with the Text).

🕒 5 minutes

Partner Work. Students share with each other the evidence they highlighted for aqua and pink.

🕒 10 minutes

Whole group. Go through text as a class, discussing evidence highlighted in each paragraph.

- Discuss sentence stems to use in their CERCA's to let the reader know that we're about to include evidence.

🕒 5 minutes

Whole group. In step 5, Teacher models adding their **evidence sandwich** to Step 5

Introduction to evidence + sentence stem + evidence

Teacher then models clicking “copy all to draft” in Step 6.

🕒 10 minutes

Independent practice. Students find (in step 3) and then write (in Step 5) one piece of evidence to go with each reason from last week (two pieces of evidence total).

🕒 10 minutes

Whole group. Teacher calls on students to share their evidence sandwiches by posting it into the chat box and sharing aloud.

- As a class, discuss potential changes to each piece of evidence, if needed.

🕒 15 minutes

Independent practice. Step 5 (Build) & Step 6 (Create)

- Students complete Step 5 (Build Your Argument), adding in at least two more evidence sandwiches, clicks “copy all to draft” in Step 6 (Write Your CERCA).
- Students will finalize their CERCA (making sure they have an introduction, 4 pieces of evidence, and a conclusion) and submit their work.

🕒 10 minutes

Partner work. Peer edit work for content and grammar. Students should use feedback for finalizing their CERCA for homework.

Review homework

- [Supporting Claims with Evidence](#)
- Read text for next class

Class 5: Claim, Reasons, Evidence Review

Output:

[Should Junk Food Be Banned in Schools?](#)

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

Homework:

- [Integrating Evidence](#)

**Show agenda in the beginning of each class (as students are logging on) + review rules at the start of each class.*

Student Engagement Activity: *Collaborating to find evidence*

🕒 10 minutes

Independent practice. Step 1 (Connect) & Step 4 (Summarize)

- Ask students to log into ThinkCERCA, write their connection in Step 1 and summaries in step 4. Stop the students 1-2 minutes at the end to Turn/Talk amongst themselves about what they wrote.

🕒 5 minutes

Call on a few students to share and write a strong summary as a class (to reteach summarizing)

🕒 5 minutes

Whole group. Ask students: "What do you remember about evidence?" Call on a few students to share.

- Quick review of Parts of an Argument

🕒 10 minutes

Whole group. Step 2: Read & Comprehension Check

- Ask students to log into their ThinkCERCA accounts and open the Writing Lesson. Complete Comprehension Check together as a whole group. Go through each question/answer options and ask students to raise their hands for the answer they believe fits. Submit answers to show their score and explain the correct answers.

🕒 15 minutes

Independent practice. Step 3: Engage

- Divide the class in half (for/aqua and against/pink).
- Students think about the reasons that support their claim (more benefits or drawbacks allowing phones in school) and work on Step 3 (Engage with the Text) highlighting evidence that support their reasons and claim.

🕒 5 minutes

Whole group. Teacher explains the procedures for the Debate Game.

🕒 15 minutes

Group work. For/against groups work together on Step 5 to plan their debate.

Each student should take notes on their own graphic organizer, so they can submit it at the end of class.

🕒 5 minutes

Whole group. Two students from each side debate, while the other students take notes in the chat.

🕒 10 minutes

Group work. For/against groups plan their rebuttal on Step 5.

🕒 5 minutes

Whole group. Two other students from each side finish the debate, using the rebuttals.

🕒 5 minutes

Whole group. Students share what they noticed.

What did you learn from your group or the other group?

What changes might you make to your argument?

Review homework

- [Integrating Evidence](#)

Class 6: Reasoning

Output:

[Should Junk Food Be Banned in Schools?](#)

- 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

Homework:

- [Reasoning](#)
- Read text for next class

**Show agenda in the beginning of each class (as students are logging on) + review rules at the start of each class.*

Student Engagement Activity: Partner work to discuss evidence & reasoning, partners work together to strengthen one piece of reasoning for each student

🕒 10 min

Whole group. Reasons and Reasoning Direct Instruction slides.

🕒 5 minutes

Whole group. Teacher models looking at already highlighted evidence and checks to see if it can be organized into reasons. Teacher and students model writing a claim in Step 5 with two reasons together.

→ this is a different approach to writing reasons - where students will be looking at evidence and organizing it into reasons vs. writing a claim, coming up with two reasons and then highlighting evidence to go with the reasons

🕒 5 minutes

Whole group. Teacher models annotating evidence with reasoning using the annotation tool in Step 3 (Engage with the Text). To come up with reasoning, teacher asks:

“Why am I including this evidence?”

“How does my evidence relate to my claim?”

“How does it relate to the real world?”

🕒 10 minutes

Independent practice. Students choose two pieces of already highlighted evidence from the text and annotate with their reasoning in Step 3 (Engage with the Text).

🕒 10 minutes

Whole group. Teacher calls on students to share the reasoning they wrote. As a class, discuss how students’ reasoning can be made stronger.

🕒 10 minutes

Partner work. Step 5 (Build)

- Partners work together on Step 5 (Build Your Argument) updating their claims, reasons, and evidence as needed, but focusing on adding their reasoning to further explain how their evidence supports their claim and reason.

🕒 15 minutes

Group work. Groups of 4 share what they completed in Step 5 (Build Your Argument). Students should ask each other clarifying questions.

🕒 20 minutes

Independent practice. Step 6 (Create)

- Students “copy all to draft” and work on Step 6 (Create Your CERCA) – adding an introduction and conclusion, and revising their work while the teacher provides in the moment feedback.

🕒 5 minutes

Whole group. Teacher asks students:

What did you notice?

What did you learn from your partner or the other group?

What changes did you make to your argument?

Review homework

- [Reasoning](#)
- Read text for next class

Class 7: Reasoning Review + Organizing Arguments

Output:

[Uniform or Dress Code: There's a Difference](#)

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

Homework:

- [Organizing Arguments](#)

**Show agenda in the beginning of each class (as students are logging on) + review rules at the start of each class.*

Student Engagement Activity: *Collaboration to Find Evidence & Reasoning*

🕒 5 minutes

Independent practice. Step 1 (Connect)

- Ask students to log into ThinkCERCA, open the writing lesson, and write their connection in Step 1.
- Ask students to “Turn/Talk” amongst themselves about what they wrote.

🕒 5 minutes

Whole group. Ask students: “What do you remember about reasoning from last week?” Call on a few students to share.

🕒 5 minutes

Whole group. Go through parts of an argument.

🕒 10 minutes

Whole group. Step 2 (Read & Multiple Choice)

- Complete Comprehension Check together as a whole group. Go through each question/answer options and ask students to raise their hands for the answer they believe fits. Submit answers to show their score and explain the correct answers.

🕒 5 minutes

Independent Practice. Step 3 (Engage with the Text)

- Teacher remodels annotating 1 piece of evidence with reasoning using the annotation tool in Step 3 (Engage with the Text). To come up with reasoning, the teacher reminds students that they must ask:
 - “Why am I including this evidence?”
 - “How does my evidence relate to my claim?”
 - “How does it relate to the real world?”

🕒 15 minutes

Independent practice. Step 3 (Engage with the Text)

- The class will be divided in half (for and against).

- Students find three pieces of evidence from the text that support their claim and annotate their evidence with their reasoning in Step 3 (Engage with the Text).

🕒 10 minutes

Whole group. Teacher calls on students to share the reasoning they wrote. As a class, discuss how students' reasoning can be made stronger.

🕒 10 min

Whole group. Organizing Arguments Direct Instruction slides.

🕒 5 min

Whole group. Step 5 (Build your Argument)

- Teacher models using Step 5 to organize argument (adds the cards for claim with 2-3 reasons, each reason having 2-3 pieces of evidence and reasoning).

🕒 20 min

Independent practice. Step 5 (Build your Argument)

- Students begin their drafts on Step 5 (Build your Argument) & use what they learned in the organizing arguments lesson to effectively organize their argument. Teacher will provide in the moment feedback as students are drafting.

Review homework

- [Organizing Arguments](#)

Class 8: Counterargument

Output:

[Uniform or Dress Code: There's a Difference](#)

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

Homework:

- [Counterarguments](#)
- Read text for next class

Student Engagement Activity: Debate (#2)

🕒 5 minutes

Whole group. Ask students: "What do you remember about organization and reasoning?" Call on a few students to share.

🕒 10 minutes

Whole group. Go through the Counterargument Lesson slides.

🕒 10 minutes

- Independent practice. (Engage with the Text).
 - Each student will remain on the side they were assigned last week.
 - Students will add to Step 3 (Engage)
 - Review highlights and annotations that they completed last week, make changes if needed for your side
 - Highlight and annotate 1 piece of evidence for the other side

🕒 5 minutes

Whole group. Teacher models adding a counterargument verbally and writes it down.

Counterargument: Some might say that...

Rebuttal/Why is my claim correct?: However... According to the text....

Reasoning:

Teacher discusses how this counterargument will strengthen what she is trying to prove.

🕒 5 minutes

Independent work. Step 5 (Build your Argument)

- Students write their counterarguments in Step 5 and chat it in.

🕒 10 minutes

Whole group. Students share their counterarguments. Discuss as a class how to make them stronger.

🕒 10 minutes

Independent work. Step 6 (Create)

- Students copy all to draft, check to make sure their argument is organized correctly, revise for grammar, and submit their work.

🕒 5 minutes

Whole group. Teacher reviews the procedures for the Debate Game.

🕒 10 minutes

Group work. Step 5 (Build)

- For/against groups work together on Step 5 and plan their debate.
- Each student should take notes on their own graphic organizer, so they can submit it at the end of class.

🕒 5 minutes

Whole group. Two students from each side debate, while the other students take notes in the chat.

🕒 5 minutes

Group work. For/against groups plan their rebuttal on Step 5.

🕒 5 minutes

Whole group. Two other students from each side finish the debate, using the rebuttals.

🕒 5 minutes

Whole group. Students share what they noticed.

What did you learn from your group or the other group?

What changes might you make to your argument?

Review homework

- [Counterarguments](#)
- Read text for next class

Class 9: CERCA Review

Output:

[The Power of Video Games: Good or Evil?](#)

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

Homework:

- [Conclusions in Arguments](#)

Student Engagement Activity: *Socratic Discussion*

🕒 10 minutes

Independent practice. Step 1 (Connect) and Step 4 (Summarize)

- Ask students to log into ThinkCERCA, write their connection in Step 1, and their summaries in Step 4.
- Stop the students 1-2 minutes at the end to Turn/Talk amongst themselves about what they wrote. Call on a few students to share.

🕒 5 minutes

Whole group. Ask students: "What do you remember about counterargument?" Call on a few students to share.

- Quick review of Parts of an Argument

🕒 10 minutes

Whole group. Step 2 (Read & Multiple Choice)

- Ask students to log into their ThinkCERCA accounts. Students will open the Writing Lesson. Complete Comprehension Check together as a whole group.
- Go through each question/answer options and ask students to raise their hands for the answer they believe fits. Submit answers to show their score and explain the correct answers.

🕒 15 minutes

Independent practice. Step 3 (Engage with the Text)

- Divide the class in half (for/aqua and against/pink). Students work on Step 3 (Engage with the Text) highlighting evidence for or against, and annotating their reasoning.

🕒 5 minutes

Whole group. Introduce a Socratic Discussion

🕒 15 minutes

Whole group socratic discussion on the essential question.

🕒 5 minutes

Whole group. Discuss noticings

🕒 25 min

Independent practice. Students work on Step 5 (Build your Argument) while the teacher provides in the moment feedback.

Review homework

- [Conclusions in Arguments](#)

Class 10: Audience

Output:

[The Power of Video Games: Good or Evil?](#)

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

Homework:

- [Audience](#)
- Read text for next class

Student Engagement Activity: Debate (#3)

🕒 10 min

Whole group. Audience Direct Instruction slides.

🕒 5 min

Whole group. Students discuss what specific words and phrases they can use in their CERCA in Step 6 to appeal to their teachers if they were writing their argument to their teachers (their audience).

🕒 15 min

Independent practice. Step 5 (Build) and Step 6 (Create)

- Students finalize their work on Step 5 (Build your Argument) and then copies all to draft in Step 6 (Create your CERCA), organizing their argument, adding an introduction and conclusion, and adding audience appealing language.

🕒 5 minutes

Whole group. Teacher reviews the procedures for the Debate Game.

10 minutes

🕒 Partner work. Partners on the same side pair up to discuss their Arguments and what they want to say during the debate.

15 minutes

🕒 Group work. For/against groups work together to plan their debate.

- They'll determine the main reasons, evidence, and reasoning that they will want to cover during the debate, which half of the group will be speaking for the first half of the debate and which half will be speaking for the last half of the debate (while the teacher and teaching assistant works with each group in their breakout room).

🕒 15 minutes

Class debate.

- Students from each side begin the debate, while the other students take notes in the chat.
- Teacher moderating as necessary.

🕒 5 minutes

Group work. For/against groups plan their rebuttal on Step 5.

🕒 5 minutes

Whole group. New students from each side finish the debate, using the rebuttals.

- Allow anyone else to chime in if they'd like.

🕒 5 minutes

Whole group. Students share what they noticed.

What did you learn from your group or the other group?

What changes might you make to your argument?

Review homework

- [Audience](#)
- Read text for next class

Class 11: CERCA Review

Output:

[Mental Health Risks to Girls Who Spend More Than an Hour a Day on Social Media – New Study](#)

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

Homework:

- [Transitions in Arguments](#)

Student Engagement Activity: *Collaboration to Find Evidence & Reasoning*

🕒 5 minutes

Independent practice. Step 1 (Connect) and Step 4 (Summarize)

- Ask students to log into ThinkCERCA, write their connection is Step 1 and summaries in step 4.
- Stop the students 1-2 minutes at the end to Turn/Talk amongst themselves about what they wrote. Call on a few students to share.

🕒 5 minutes

Whole group. Ask students: “What do you remember about audience?” Call on a few students to share.

🕒 10 minutes

Whole group Step 2 (Multiple Choice)

- Complete Comprehension Check together as a whole group. Go through each question/answer options and ask students to raise their hands for the answer they believe fits. Submit answers to show their score and explain the correct answers.

🕒 15 minutes

Independent Practice. Step 3 (Engage with the Text)

- Class is divided in half. Students highlight evidence and annotating evidence with reasoning for their color only Step 3 (Engage with the Text).

🕒 10 minutes

Partner work. Step 3 (Engage with the Text)

- Students with the same color work together on Step 3, finding evidence and annotating evidence with reasoning

🕒 15 minutes

Group work. Group of 2 of the same color join to become groups of 4, discussing evidence they highlighted and the reasoning they annotated, making changes if necessary. Teacher popping into individual breakout rooms to discuss

🕒 10 minutes

Whole group . Groups of 4 share what they highlighted and annotated . Students should ask each other clarifying questions.

🕒 15 minutes

Independent practice. Step 5 (Build)

- Students work on Step 5 (Build your Argument) independently (Write Your CERCA) while the teacher provides in the moment feedback.

🕒 5 minutes

Whole group. Students share what they noticed.

What did you learn today?

What changes might you make to your argument?

Review homework

- [Transitions in Arguments](#)

Class 12: CERCA Review + Course Closure

Output:

[Mental Health Risks to Girls Who Spend More Than an Hour a Day on Social Media — New Study](#)

- Finalize Writing (Step 6)
- Activity: Debate (#4)

Homework:

- None

Student Engagement Activity: Debate (#4)

🕒 10 minutes

Independent work. Step 6 (Create)

- Students copy all to draft and finalize their CERCA in Step 6 so it's ready for a peer review.

🕒 10 minutes

Partner work. Students peer edit each other's work for audience appropriate language, content, and grammar.

🕒 10 minutes

Independent work. Students finalize their work based on their peer revisions, and submit.

🕒 15 minutes

Group work. For/against groups work together on Step 5 and plan their debate.

🕒 10 minutes

Class debate. Two students from each side begin the debate, while the other students take notes in the chat.

- After 5 minutes, allow for anyone else to chime in with their side

🕒 5 minutes

Group work. For/against groups plan their rebuttal on Step 5.

🕒 10 minutes

Whole group. Two new students from each side finish the debate, using the rebuttals.

- Allow anyone else to chime in if they'd like.

🕒 20 minutes

Whole group. Students share what they noticed and close out course.

What did you learn from your group or the other group?

What changes might you make to your argument?

Review homework

- None