

Objectives and Key Results: Optimizing the 5 Assets You Already Have in Implementing Literacy Initiatives

ThinkCERCA

Get To Know Your Presenters



Eileen Murphy

30+ years in education | Teacher, CPS District Administrator | CEO and Founder ThinkCERCA



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20+ years in education | Middle School English Teacher | Curriculum Director I Assistant Superintendent



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14+ years in education | English Teacher | Building Administrator | Director of Customer Success & Enablement

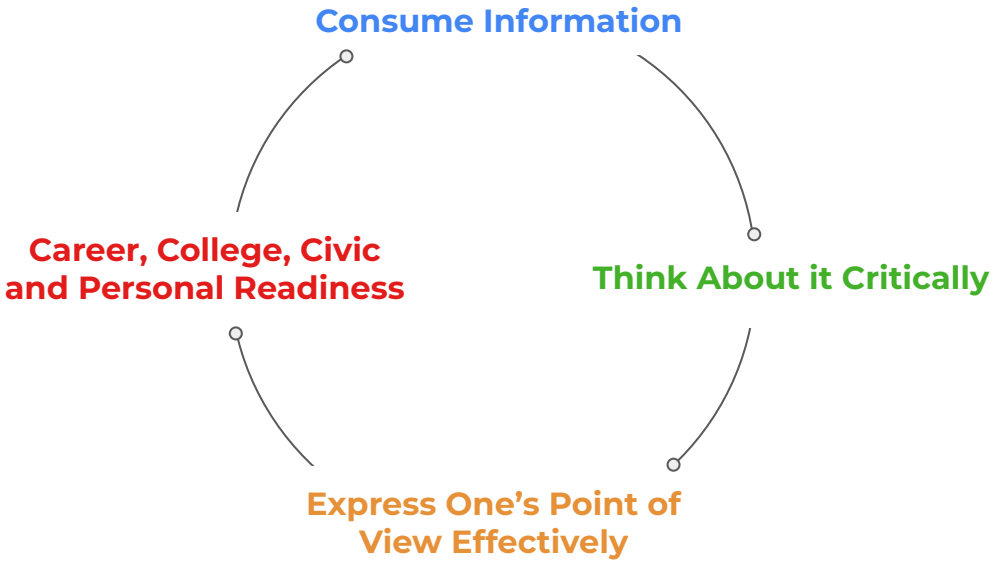
Educators, Student Advocates, Literacy Enthusiasts

Agenda

Questions We'll Explore Together:

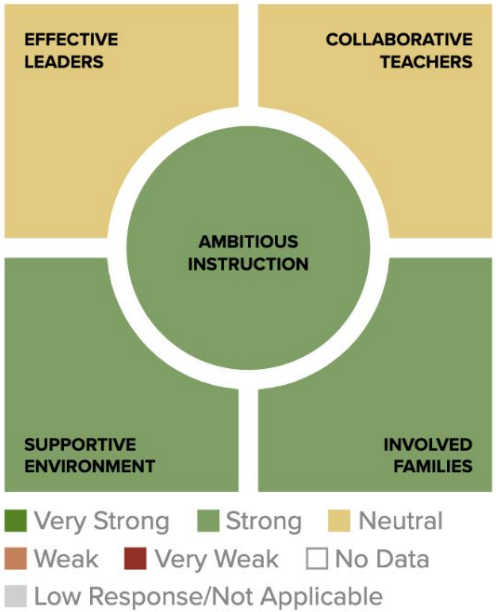
- What role does literacy play in overall instructional improvements?
- What strengths and assets are you and your school community bringing into the coming year?
- How can you optimize existing assets to operationalize the changes you want to make?
- What are your top priorities of 2024-2025?
- How can you ensure the initiative sticks?
- How can we support you this coming year?

Test or No Test.
These Are **Critical 21st-Century Skills**



Ambitious Instruction

Aligning for Change



Ambitious instruction, which is at the very center of the Five Essentials Framework. “Schools strong on at least three of the five essentials were 10x more likely to show substantial gains in student learning over time than schools weak on three or more of the five essentials. A persistent weakness in even just one of the essential factors reduced the likelihood of improvement to less than 10%.”

“When combined with a Supportive Environment, Ambitious Instruction has the most direct effect on student learning.”

Argumentation and Writing Drive Growth

THE UNIVERSITY OF CHICAGO

English Class Practice	Rise in English Subtest Score	Applied Using ThinkCERCA
Rewrote a paper or essay in response to comments	0.19	✓
Discussed how culture, time, or place affects an author's writing	0.27	✓
Explained how writers use tools like symbolism	0.35	✓
Improved a piece of **writing** through **collaboration** with a class or with partners	**0.38**	✓
Debated the meaning of reading	0.22	✓
Across all classes, the students **wrote** papers defending their point of view of ideas 5 or more times (compared to less than 5)	**0.39**	✓
Discussed how culture, time, or place affects an author's writing	0.19	✓
Math Class Practice	**Rise in Math Subtest Score**	**Applied Using ThinkCERCA**
Discussed possible solutions to problems with other students	0.29	✓
Used a graphing calculator to complete an assignment	0.31	
Science Class Practice	**Rise in Science Subtest Score**	**Applied Using ThinkCERCA**
Used laboratory equipment or specimens	0.16	
Wrote lab reports	0.12	✓
Generated their own hypothesis/**claim**	0.18	✓
Used evidence/data to support an argument or hypothesis	0.21	✓
Found information from graphs and tables	0.19	✓

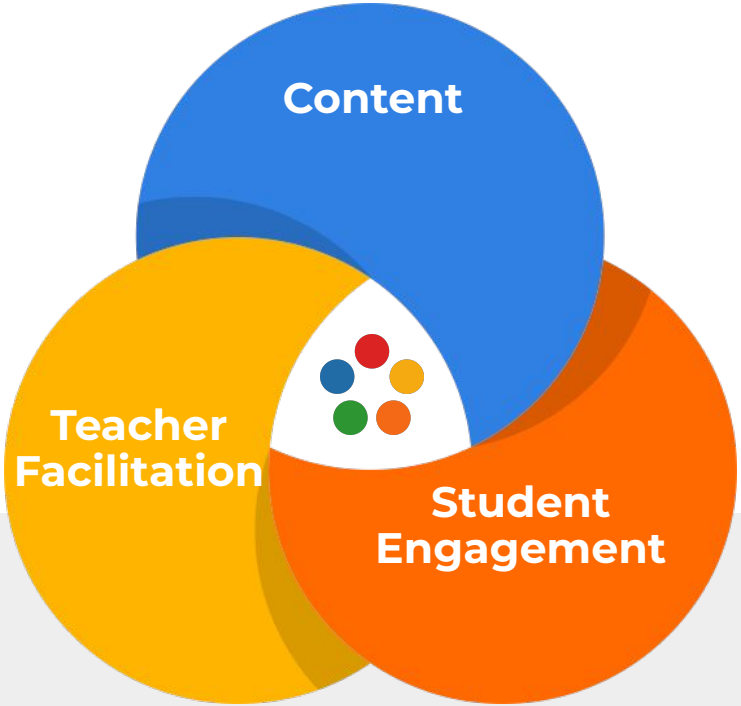
The CERCA Framework

A Literacy Framework for Schools and Districts



Integrated close reading, critical thinking, and writing across subjects for grades 3-12

Instructional Core



Focus on the Instructional Core

1. You can increase the **skill and knowledge that teachers bring** to the teaching of content.

2. You can **raise the level of the content** that students are taught.

3. And you can **increase the level of students' active learning** of the content.

Each component impacts the quality of the other two. **Dr. Richard Elmore**

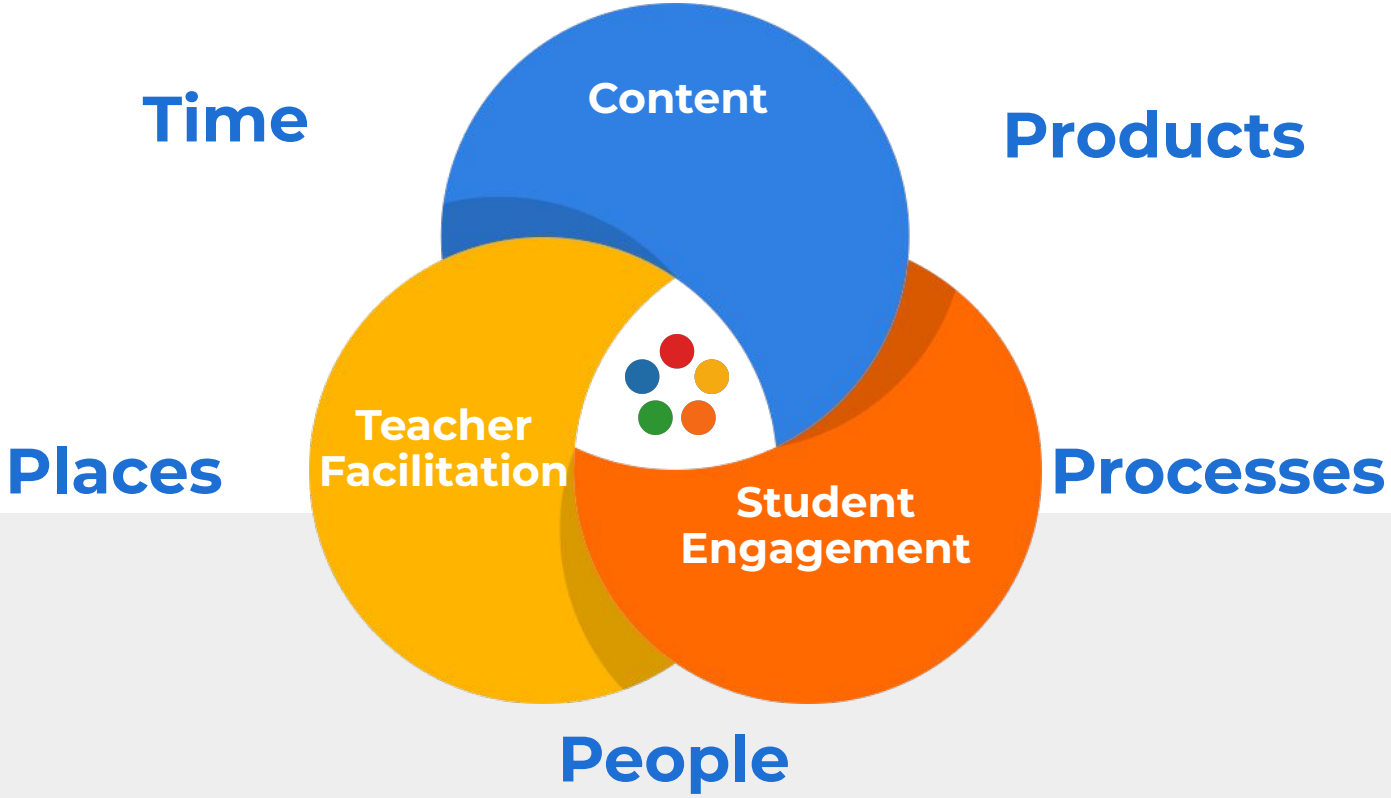
5 Assets

Good News: We All Have a Lot Going For Us!

5 Assets for Enabling the Instructional Core

1. People
2. Process
3. Places
4. Products
5. Time

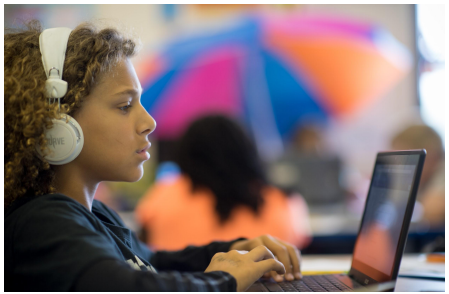
Instructional Core



People

Playing to Strengths

What Drives Student Engagement?





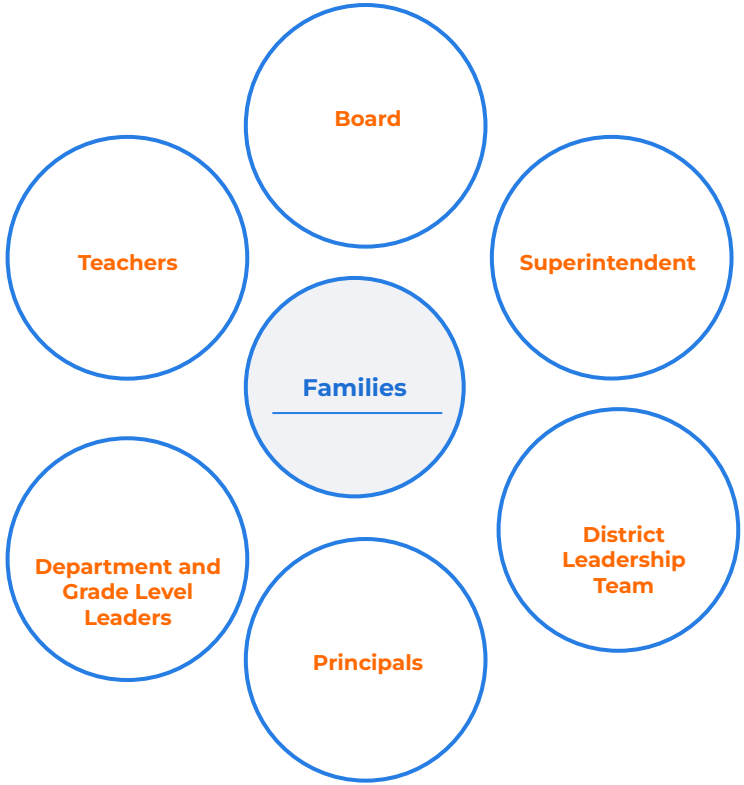








Who else shapes the instructional core?



Process

Design for Discourse

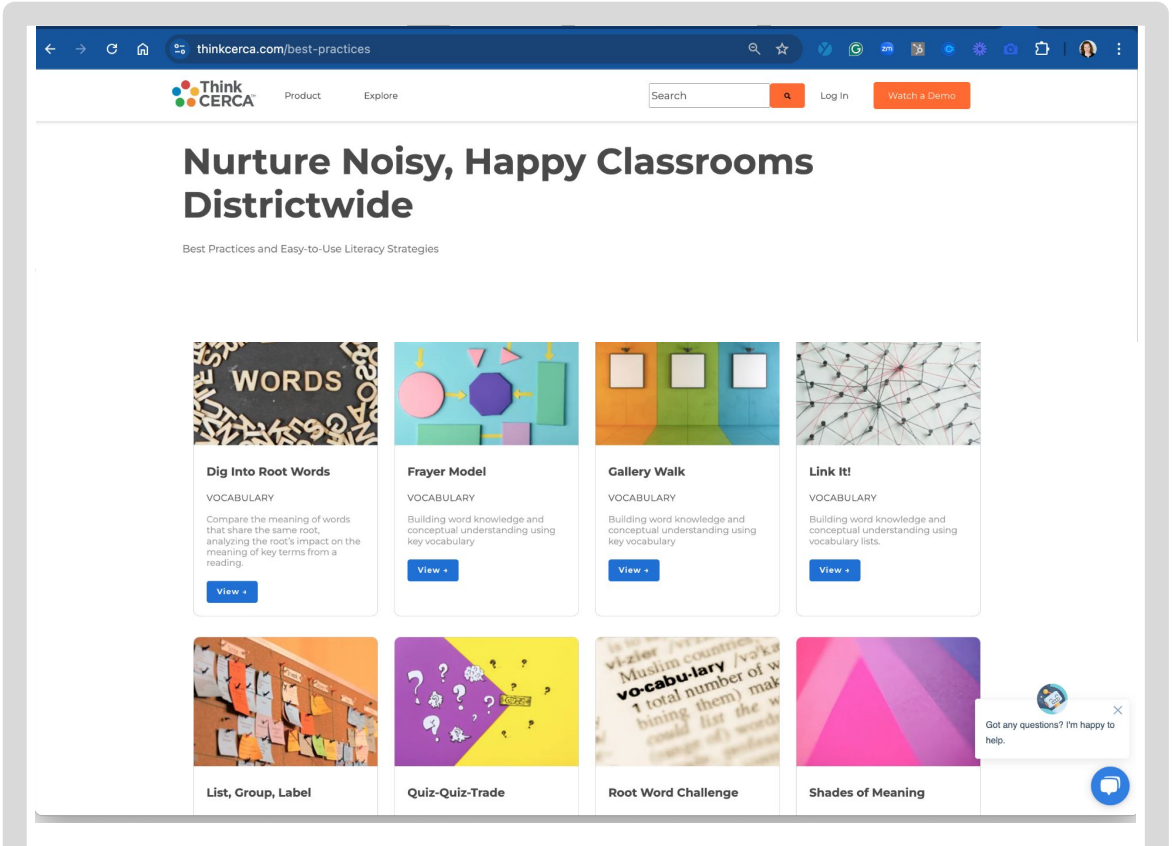
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Integrated close reading, critical thinking, and writing across subjects for grades 3-12

Grade Level Protocols + Practices



Products without PL are Like Free Puppies



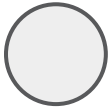


Teachers Have to Meet New Products and Fall in Love Before They Will Give Them a Home

Places

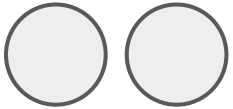
Design for Needs

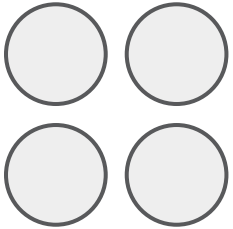
Places



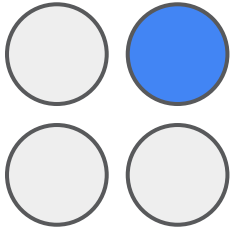
Independent

Paired



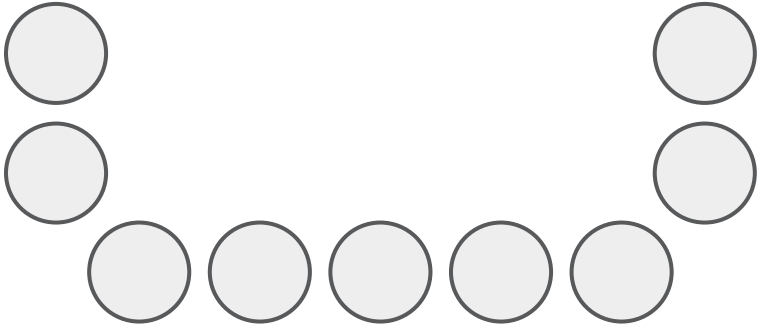


Small Group





Conferencing and 1:1



Lecture/Viewing

Products

Materials Matter

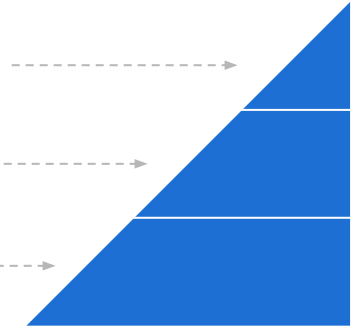
Knowledge and Skills are Interlocked

Knowledge is the Scaffold

What does it matter?

What does it mean?

What does it say?



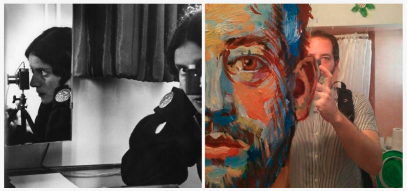
Engage with Grade Level Texts, Tasks, and Talk

Build Background Knowledge

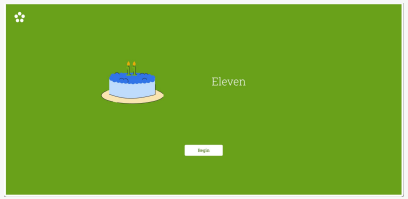
Learn Skills (Including Phonemic Awareness and Decoding with Our Foundational Reading Program)



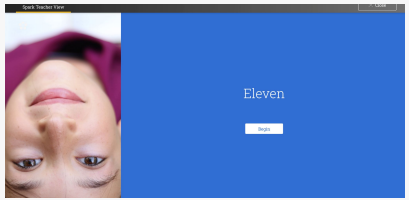
[Build Skills]



[Engage]



[Pre-teach]



[Enable Learning]

It Takes a Village to Accelerate Literacy

One Goal, One Team

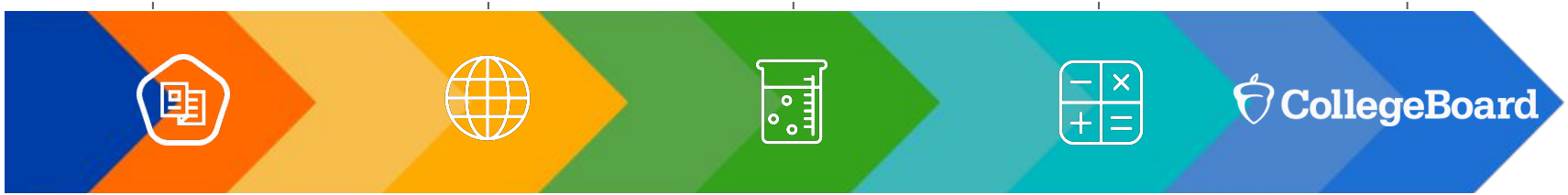
ELAR
Comprehensive Core Curriculum in ELA and Reading

Social Studies
Close Reading and Writing

Science
Close Reading and Writing

Math
Close Reading and Writing

AP Courses
With the College Board



Foundational Reading and Linguistics

Knowledge and Skills

Knowledge and Skills

Knowledge and Skills

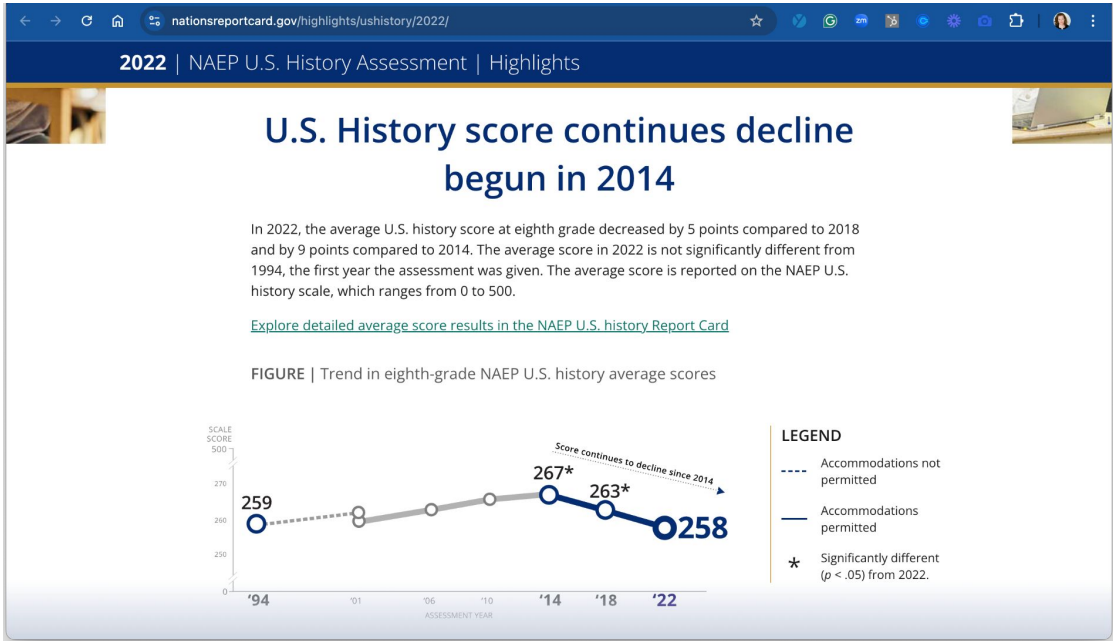
Knowledge and Skills

Support for ALL students, including students with diverse learning needs, gifted and talented, and Multilingual English Language Learners

Time

Schedule Aligned to Learning Goals

Time



Today's 4th graders are Covid's Kindergartners yet, 45% of leaders site schedule as a key barrier to addressing the needs of these students.

Implementation Options

TIER 2

1. Before School
2. After School
3. W.I.N. Period (What I Need)
4. Saturday School
5. Accelerated Reading: Foundations
6. Integrated Writing

TIER 1

7. Core Content - Core ELAR
8. Monthly Units
9. Ongoing Routine - Daily
10. Ongoing Routine - Weekly
11. Asynchronous Practice - Flipped
12. Regular Weekly Virtual Learning

People and Process

Leading for Change

Ambitious Objectives

One Goal, One Team

- What positive and permanent change would you like to see in your organization?

  Students will engage in happy and noisy, text-based academic discussions across disciplines weekly.

- What key results would tell you you achieved the goal?

  Student engagement will grow by X as measured by X survey.

- What initiatives will each team engage in to achieve the objective?

Ambitious Objectives

One Goal, One Team

- What positive and permanent change would you like to see in your organization?

  All students will ENGAGE in grade level access to engaging reading materials across disciplines.

- What key results would tell you you achieved the goal?

  100% of students will read grade level texts across disciplines weekly.

- What initiatives will each team engage in to achieve the objective?

Key Results

Measure What Matters

- What positive and permanent change would you like to see in your organization?

  Students will develop at least one evidence-based argument per subject per month and receive feedback.

- What key results would tell you you achieved the goal?

  100% of students will receive feedback on evidence-based writing once per month.

- What initiatives will each team engage in to achieve the objective?

Now What?

Moving from objective to key result

Key Results: What Gets Measured...

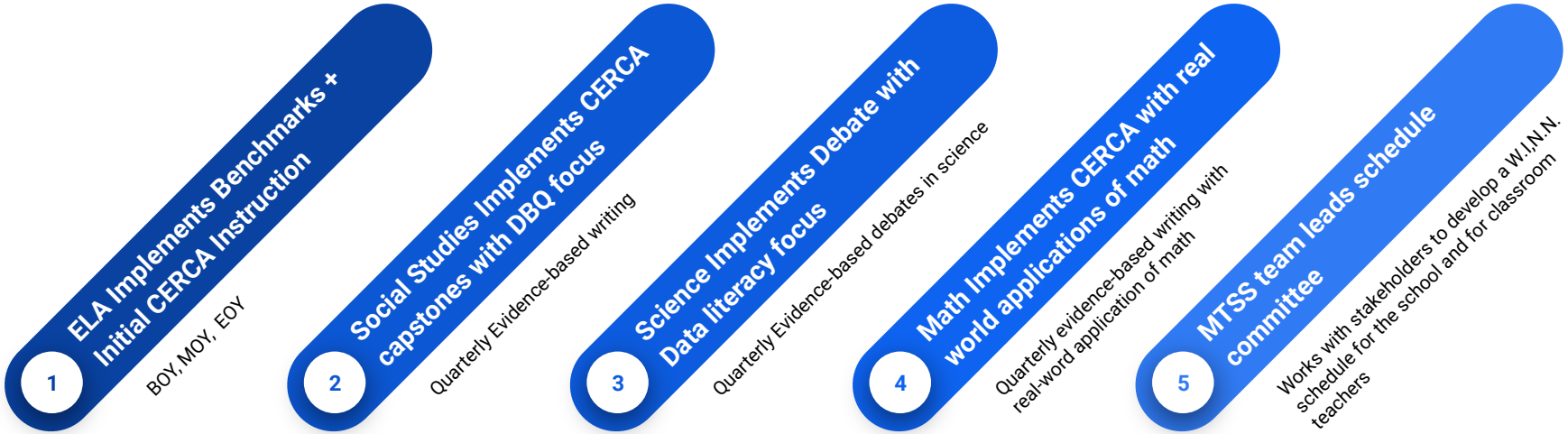
Align and Focus for Change

Guiding Principles

- **People do well when they are able**: Think skill gap versus motivation gap.
    - Start by asking what is making this hard? If it is the whole system's problem, it is everyone's opportunity for growth, so everyone has to own support for the goal, including supporting those who need scaffolding to do their part.
- **Weekly measures are key to ensuring the inputs are driving outputs.** Make it EASY measure your progress and report out to all stakeholders weekly.
    - If it is not measurable--easily measurable--it likely won't get done.
- **We>I** The people closest to the work must develop the inputs.
    - Eg. The Science Department agrees to complete one evidence-based paragraph per unit.
    - Eg. The MTSS team agrees to support teachers in developing W.I.N. time schedules across departments.

Key Results: What Gets Measured...

Departmental Objectives and Weekly Tracking



Making It Stick

Implementation Science

2 Facts to Understand

80% of school initiatives fail

(Reeves, 2019)

The principal is the number one factor in the failure or success of instructional initiatives.

(Grisson et al., 2021)

Thumbs up if you have experienced...

Open Classrooms	DEAR time	Writer's Workshop	Reading Workshop	CAFE strategies
Standards Based Bulletin Boards	Multiple Intelligences	Reading Recovery	PLC's	JIGSAW
D.A.R.E	Popcorn Reading	PBIS	Social Emotional Learning	Differentiated Instructions
Portfolios	Flexible Seating	STEM / STEAM	4 BLOCK	Understanding by Design
Project Based Learning	Uninterrupted 90 minute reading	Walk-throughs	Evaluations - Danielson	Punitive Discipline
Running Records	Marzano Strategies	Lucy Calkins Units of Study	Community Circle	Restorative Justice
Direct Instruction	1:1 Roll Out	A.I.	Data Notebooks	Hattie's Visible Learning

Initiative Fatigue

- I’m overwhelmed.
- I can’t fit one more thing on my plate.



Workload

Bridges have load limits for a reason

Definition of Initiative Fatigue

Initiative fatigue is the feeling of stress and overwhelm experienced by an individual or system when **job demands** outpace or exceed the emotional, mental, or physical **energetic sources** needed to implement an initiative with fidelity.

Theories of Stress

Emotional Energetic Source

Mental Energetic Source

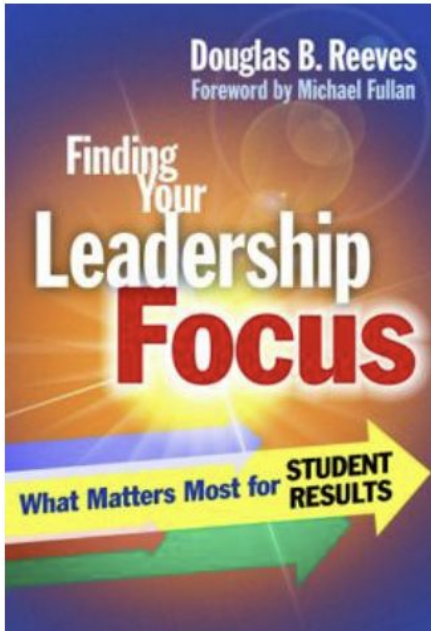
Physical Energetic Source

Conservation of Resource Theory, Challenge - Hindress Model,
Job Demands Resource Theory

Why do initiatives fail?

80% of initiatives implemented in school systems fail

1. Conflicting priorities (61%)
2. Inadequate funding
3. Teacher shortages
4. Limited implementation capacity
5. Insufficient pace & coordination

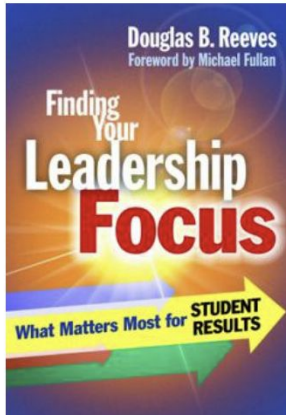


How do we solve this problem?

1. Consider the emotional, mental, and physical resources needed to implement something in order to see results. (Implementation Science)

2. Organize systems

3. Reduce the number of priorities



Find your Leadership Focus, Reeves

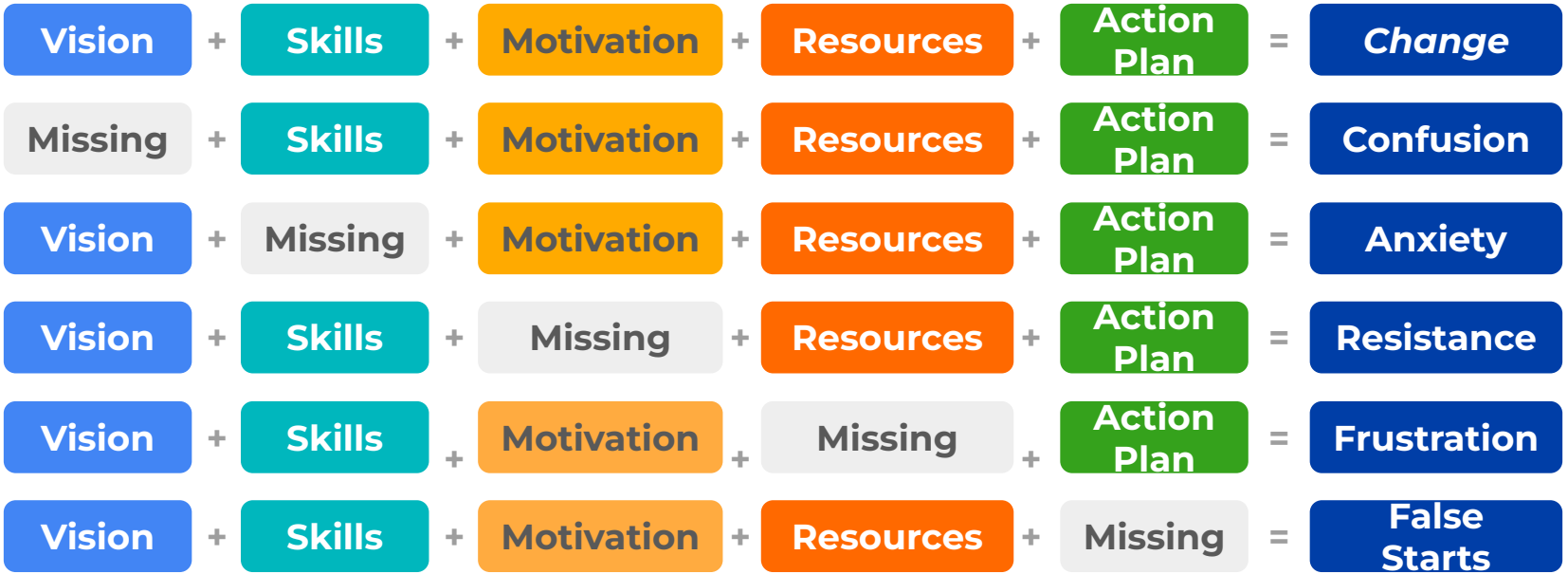
“If schools prioritize and focus on fewer priorities, student achievement increases.”

No more than 6 instructional priorities that are clearly linked to student needs.

First or Second Order of Change

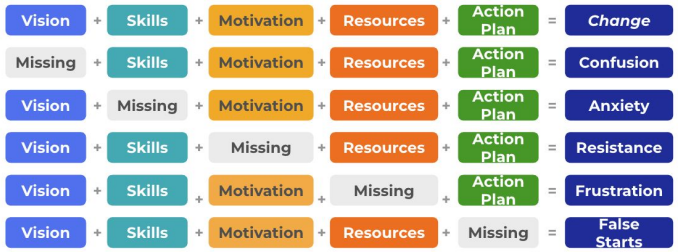
- **First-order change** refers to incremental or superficial adjustments within a system or organization. It involves making small modifications to existing processes or structures without fundamentally altering the underlying system dynamics or paradigms.
- **Second-order change**, on the other hand, involves more profound and transformative shifts. It entails redefining fundamental aspects of a system, challenging existing beliefs, values, and norms, and often requires significant restructuring or reorganization to achieve substantial and sustainable change. Involves a radical departure from the status quo and may encounter more resistance and complexity compared to first-order change.

Knoster Model of Complex Change



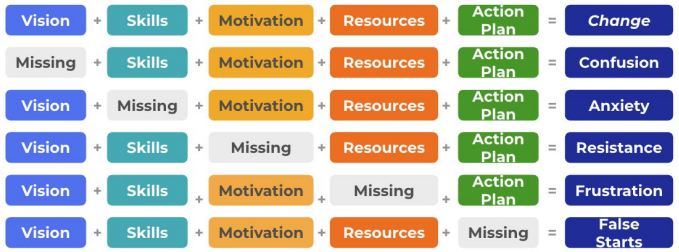
Think of the most recent failed initiative...

-What was *missing*?
-What was the outcome?
-How much time was spent on damage control?



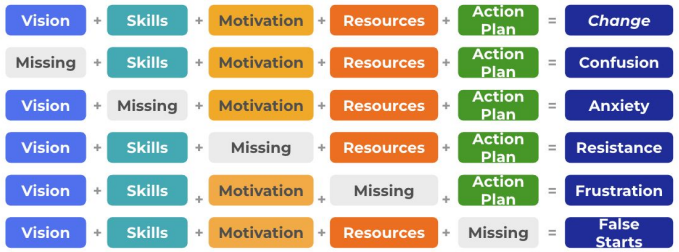
Vision

- The Why
- Elevator pitch
- Same message: Common communication - articulated and rehearsed
- Repeated message: Frequent and reiterated
- Stakeholders informed directly
- Info accessible to all



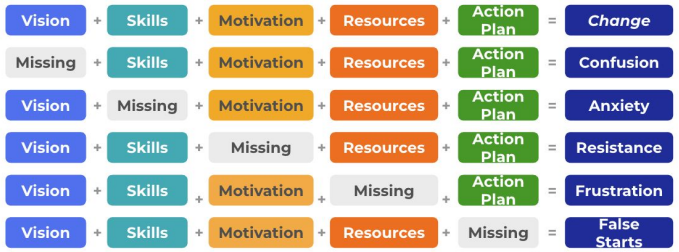
Skills

- Training
- Professional development
- Train the trainer model timeline feasibility



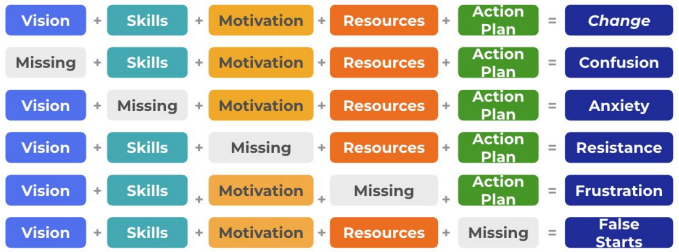
Resources

- Curriculum
- Training
- Skills



Motivation

- Incentives
- Buy-in



Action Plan

- All of the above, plus:
- Steps for the roll out, for maintaining, and sustaining
- Training for new hires?
- What happens when there's new leadership?
- Or, if POC leaves? (only certified person, etc)

Where to begin...

Prioritizing!

Audit

Rank	Initiative	Required by (state, district, bldg)	Purpose	Financial Commitment	Time Commitment	Type of Change

Audit

Evaluate Your Commitments

Financial Commitment

- 1 = low financial commitment
- 2 = moderate financial commitment
- 3 = high financial commitment

Level of Time Commitment

- 1 = requires 1-2 hours to train, implement, and monitor a year
- 2 = requires 1-2 hours to train, implement, and monitor a month
- 3 = requires 1-2 hours to train, implement, and monitor a week

Impact on Student Learning

- 1 = low impact on student learning
- 2 = moderate impact on student learning
- 3 = high impact on student learning

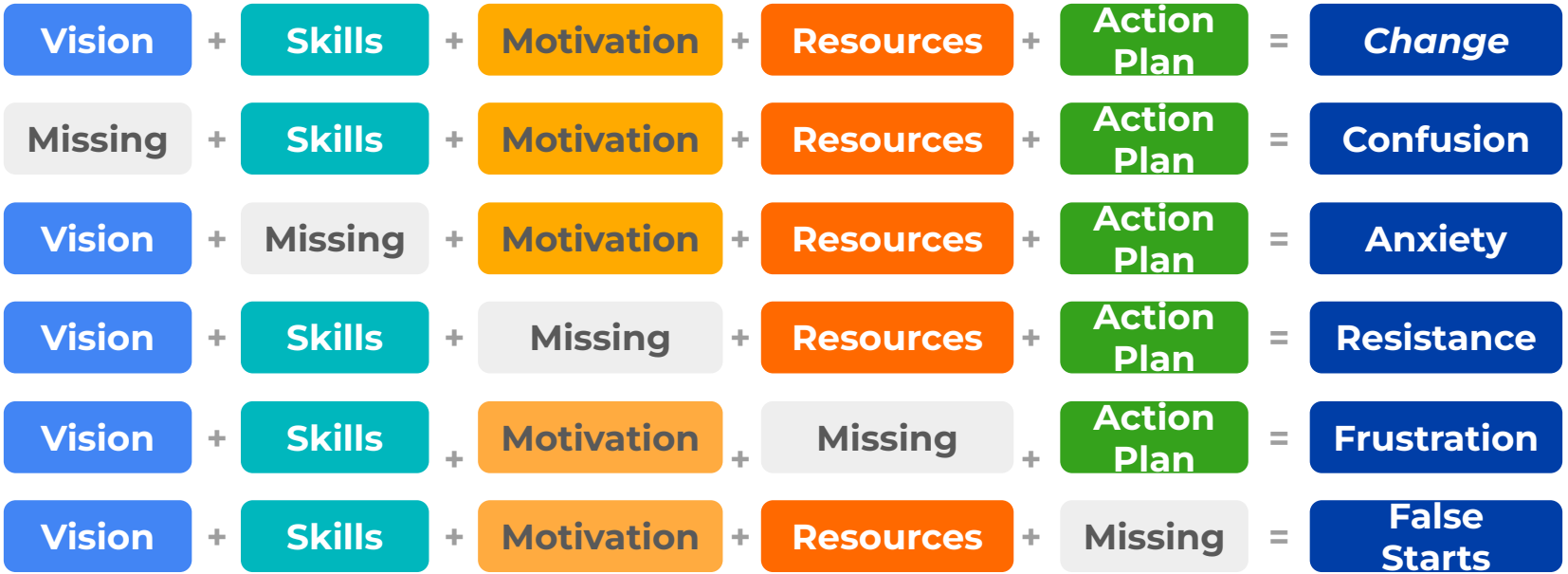
Audit

Rank	Initiative	Required by (state, district, bldg)	Purpose	Financial Commitment	Time Commitment	Impact on Student Learning	Type of Change
9	K-5 Drop Everything & Read	Bldg need	Increase independent reading time	1	1	1	1
1	Science of Reading pd for all K-2 teachers	State	Close reading gap and create proficient readers	2	3	3	2
5	3-12 After school tutoring	Bldg need	Decrease missing assignments and numbers of Fs	2	1	2	1
7	K-12 Canvas LMS training	Bldg need	Make communi-cation and feedback more effective	2	2	1	1

Process

1. Capture all building level and district level initiatives and compile it into one document
2. Rate each initiative
3. Rank order them
4. Eliminate / prioritize
5. Work through Knoster Model for EACH priority
6. Message consistently

Knoster Model of Complex Change



Call to Action

What are your next steps?

Team Up for Literacy!

ThinkCERCA's Curriculum and Tools

Tier 2 Levels of Evidence

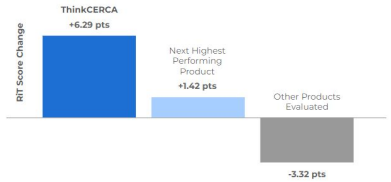
2x Reading Growth in a Year

As measured by the NWEA MAP assessment



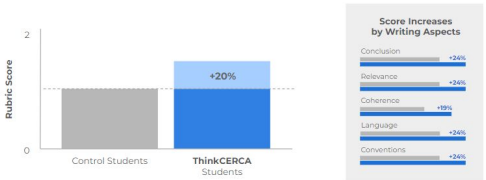
4x More Growth Than Competitors

Compared to the next highest performing product on NWEA MAP



20% Gain in Writing Scores

(in as little as 8 weeks of ThinkCERCA usage)



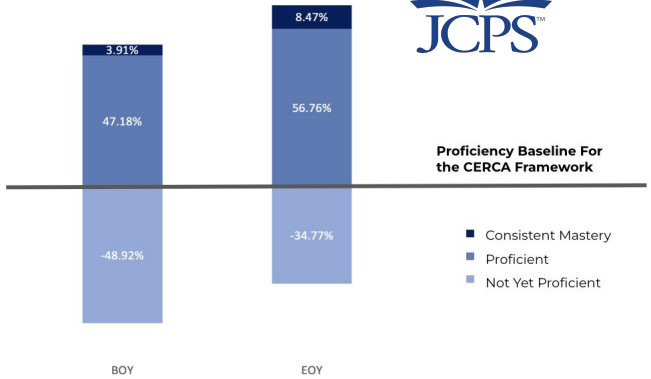
LEAP Innovations

An **independent, controlled study** of 26 ed-tech products by LEAP Innovations showed ThinkCERCA helped students achieve an extra year's worth of growth in one school year. Source: "Finding What Works: Results from the LEAP Innovations Pilot Network,".

SRI Education

As part of the Gates Foundation Literacy Courseware Challenge Grant, an independent, controlled study found that elementary school students who used ThinkCERCA saw gains in their writing scores across all writing aspects. *Source: "Literacy Courseware Challenge Evaluation: Results of ThinkCERCA Participation,".*

JCPS



A subset of student Benchmark Assessment submissions were anonymized and rerated by professionally calibrated scorers in this 2020-2021 internal study. Students included in the study had to have both BOY and EOY submissions, and a minimum usage of the ThinkCERCA resource throughout the school year. Study included 472 students across 8 schools. Explore More Here.

learn.thinkcerca.com/teacher/core_curriculum/grades/10

Relaunch to update

Classes | Library | Assessments | Reports | Resources

Core ELAR | Courses (new) | Units (new) | ThinkCERCA | Direct Instruction and Skills Practice | Browse

Library / Grade 10

One literacy platform for the whole team!



Core Curriculum

UNITS FOR GRADE 10

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Library / Grade 10

Writing Across the Curriculum 3-12

One literacy platform for the whole team!



Core Curriculum

UNITS FOR GRADE 10

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Relaunch to update

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Library / Grade 10

Foundational Reading and Linguistics 6-12, AP Courses, and More



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Core Curriculum

UNITS FOR GRADE 10

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Classes | Library | Assessments | Reports | Resources

Core ELAR | Courses (new) | Units (new) | ThinkCERCA | Direct Instruction and Skills Practice | Browse

Library / Grade 10

Standalone Units: Novels, Mini-courses, and More

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Core Curriculum

UNITS FOR GRADE 10

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Library / Grade 10

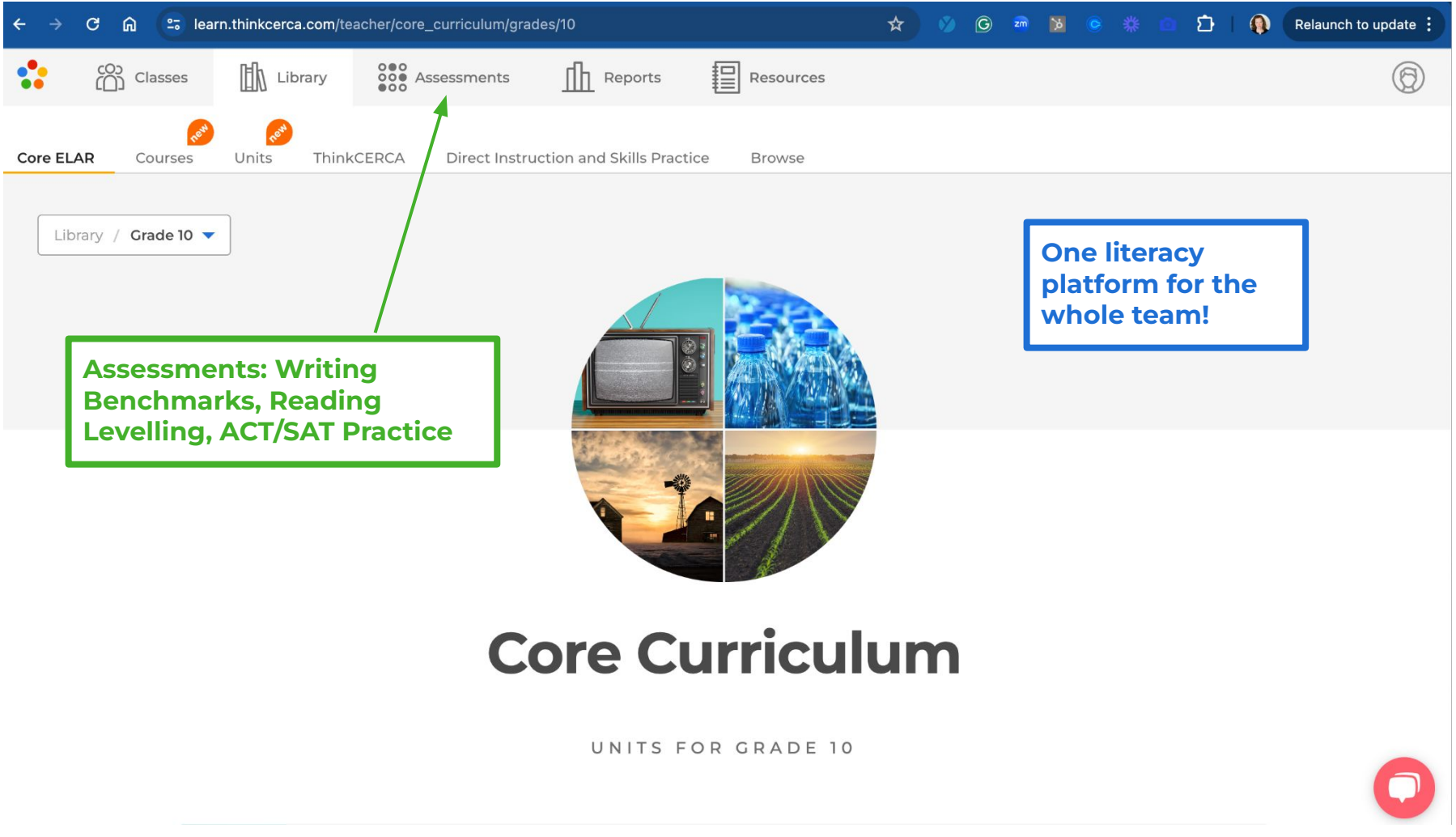
Interventions: Reading, Writing, Grammar, Vocabulary



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Core Curriculum

UNITS FOR GRADE 10


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Library / Grade 10

Reporting: Individual Students, Classes, Grade Levels, Schools

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Core ELAR | Courses (new) | Units (new) | ThinkCERCA | Direct Instruction and Skills Practice | Browse

Library / Grade 10

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Professional Learning Your Way: In-Person, On-Demand, at Point of Use, and/or Virtual Courses Credits from (UCSD available)



Core Curriculum

UNITS FOR GRADE 10

Core ELAR for 6-12!

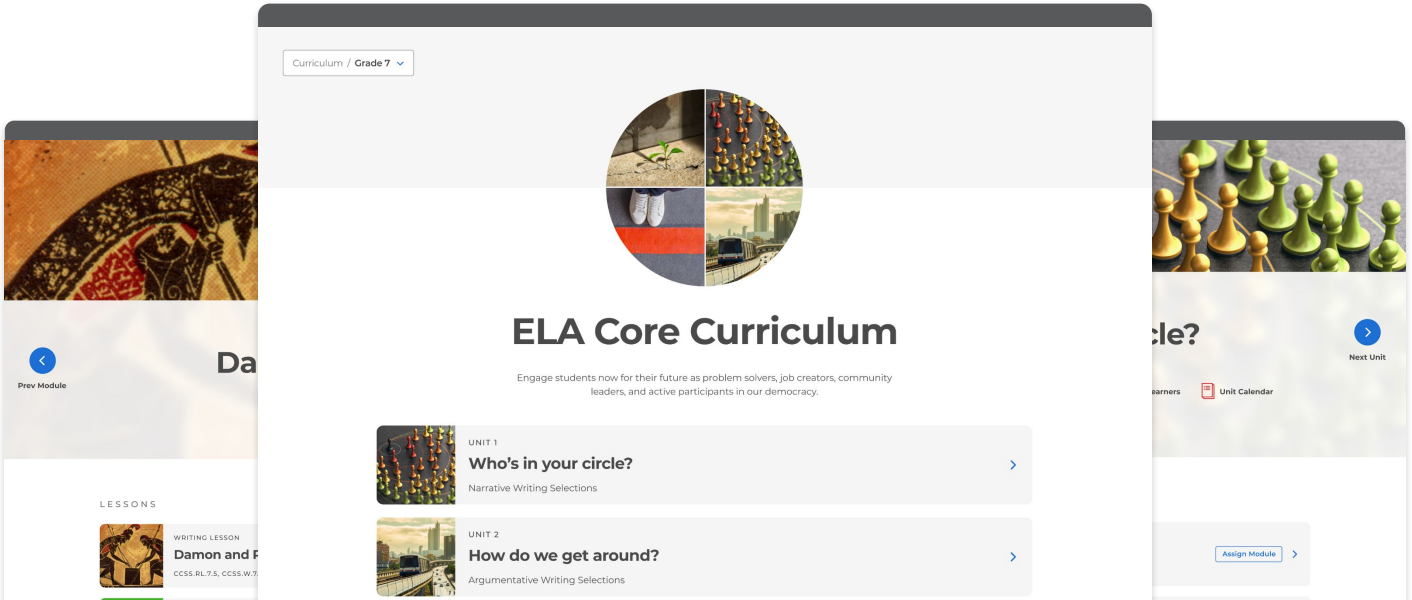
ThinkCERCA's Curriculum and Tools

GRADES 6-12

Core Curriculum 2024

Units are based on complex grade level informational and literary texts and multimedia worthy of study and grade level tasks to drive deeper learning.

Relevant and Engaging Multimodal Curriculum

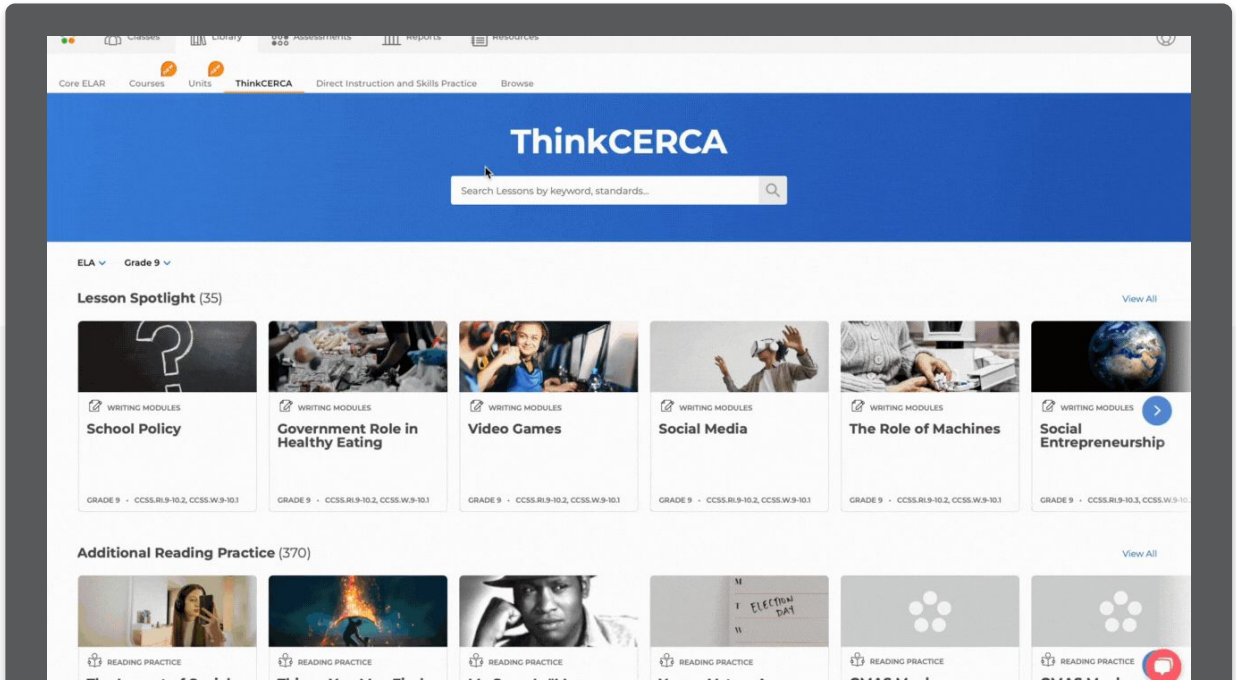


GRADES 6-12

7 Modular Units Per Grade

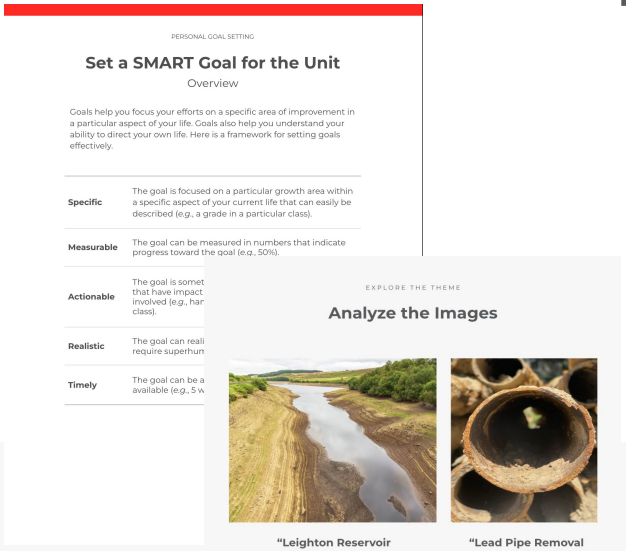
50/50 Informational and Literary Selections

Relevant and Engaging Multimodal Curriculum



Goal-Setting and Theme Exploration

Helping Students Engage and Own Their Learning



PERSONAL GOAL SETTING

Set a SMART Goal for the Unit

Overview

Goals help you focus your efforts on a specific area of improvement in a particular aspect of your life. Goals also help you understand your ability to direct your own life. Here is a framework for setting goals effectively.

Specific	The goal is focused on a particular growth area within a specific aspect of your current life that can easily be described (*e.g.*, a grade in a particular class).
Measurable	The goal can be measured in numbers that indicate progress toward the goal (*e.g.*, 50%).
Actionable	The goal is somet that have impact involved (*e.g.*, har class).
Realistic	The goal can reali require superhun
Timely	The goal can be a available (*e.g.*, 5 w

EXPLORE THE THEME

Analyze the Images

"Leighton Reservoir North Yorkshire, UK"
Anne Coatesy, 2022

"Lead Pipe Removal Flint, Michigan, USA"
Steven Barber, 2020

Instructions: Use a separate sheet of paper or your journal to answer the questions.

- What details do you **see** that are most striking for you?
- What do these words and images make you **think** about?
- What do you **wonder** about the artists' choices?

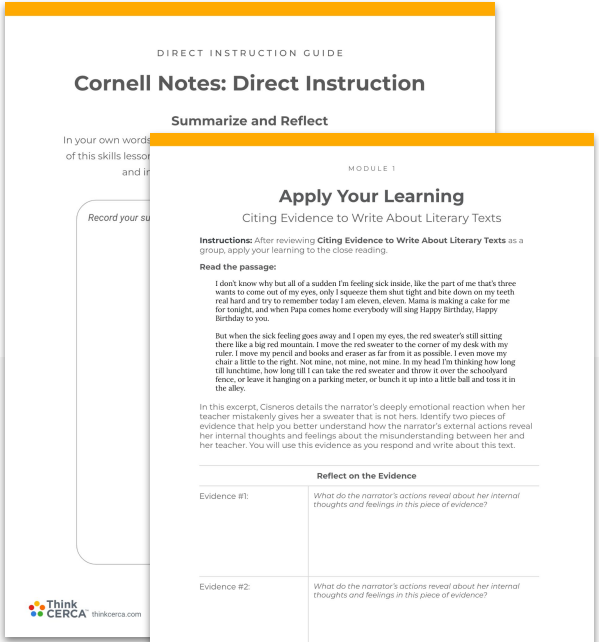


An Overview:

Understanding S.M.A.R.T. Goals

Direct Instruction and Skills Practice

A Blended Approach



DIRECT INSTRUCTION GUIDE

Cornell Notes: Direct Instruction

Summarize and Reflect

In your own words
of this skills lesson
and in

Record your su

Think CERCA thinkcerca.com

MODULE 1

Apply Your Learning

Citing Evidence to Write About Literary Texts

Instructions: After reviewing **Citing Evidence to Write About Literary Texts** as a group, apply your learning to the close reading.

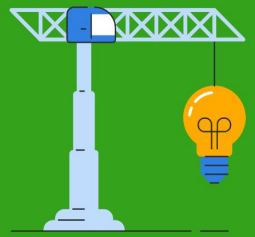
Read the passage:

> I don't know why but all of a sudden I'm feeling sick inside, like the part of me that's three wants to come out of my eyes, only I squeeze them shut tight and bite down on my teeth real hard and try to remember today I am eleven, eleven. Mama is making a cake for me for tonight, and when Papa comes home everybody will sing Happy Birthday, Happy Birthday to you.
>
> But when the sick feeling goes away and I open my eyes, the red sweater's still sitting there like a big red mountain. I move the red sweater to the corner of my desk with my ruler. I move my pencil and books and eraser as far from it as possible. I even move my chair a little to the right. Not mine, not mine, not mine. In my head I'm thinking how long till lunchtime, how long till I can take the red sweater and throw it over the schoolyard fence, or leave it hanging on a parking meter, or bunch it up into a little ball and toss it in the alley.

In this excerpt, Cisneros details the narrator's deeply emotional reaction when her teacher mistakenly gives her a sweater that is not hers. Identify two pieces of evidence that help you better understand how the narrator's external actions reveal her internal thoughts and feelings about the misunderstanding between her and her teacher. You will use this evidence as you respond and write about this text.

	Reflect on the Evidence
Evidence #1:	*What do the narrator's actions reveal about her internal thoughts and feelings in this piece of evidence?*
Evidence #2:	*What do the narrator's actions reveal about her internal thoughts and feelings in this piece of evidence?*

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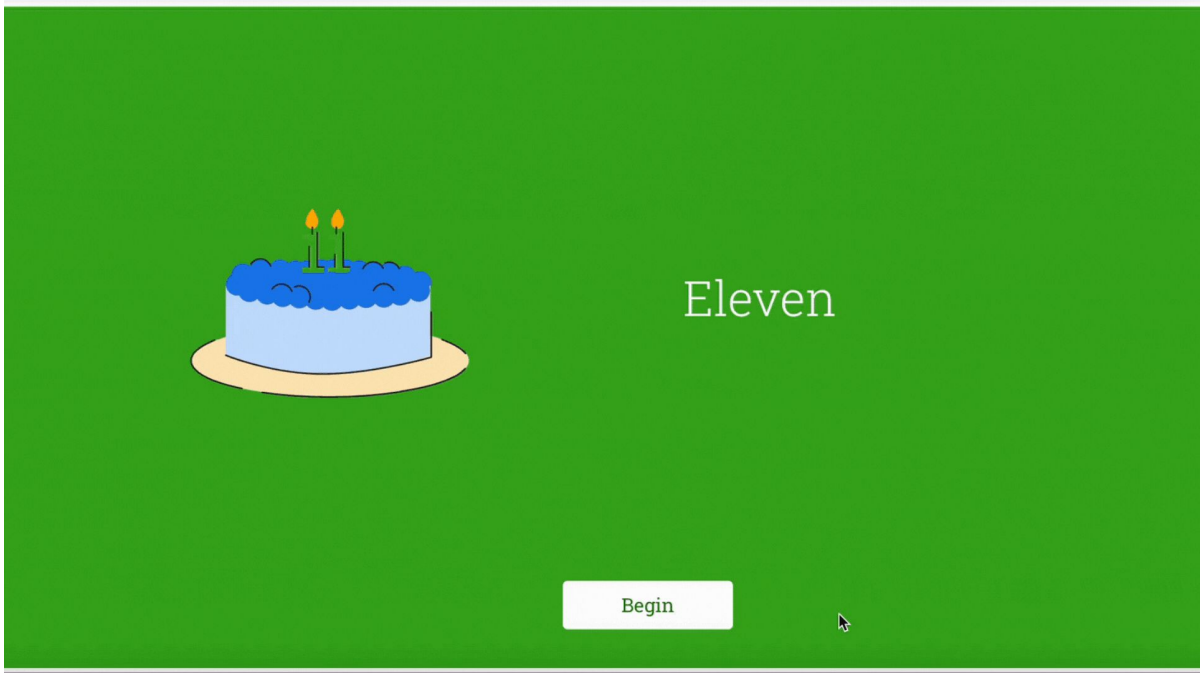


Determining and Tracing a Central Idea through Details

Pre-teaching for Diverse Learners and ELL

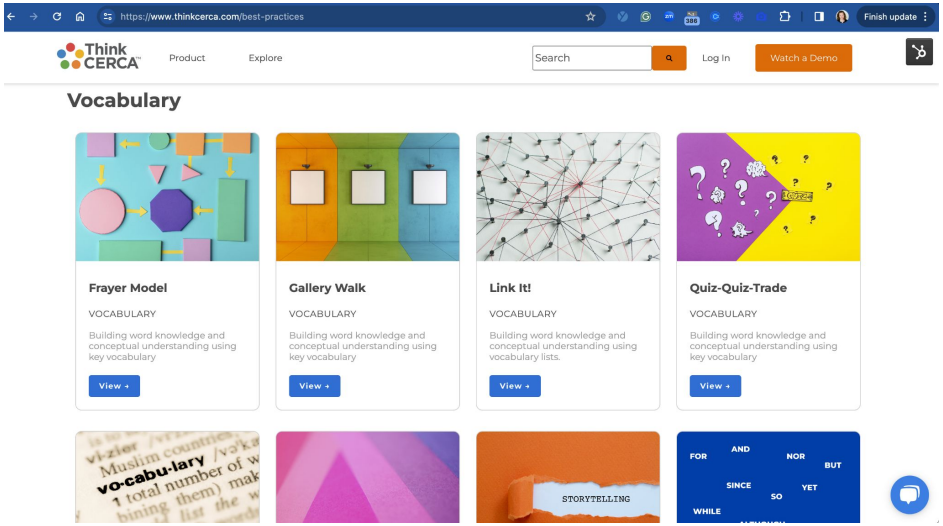
Pre-teaching to provide access to grade level for ALL students

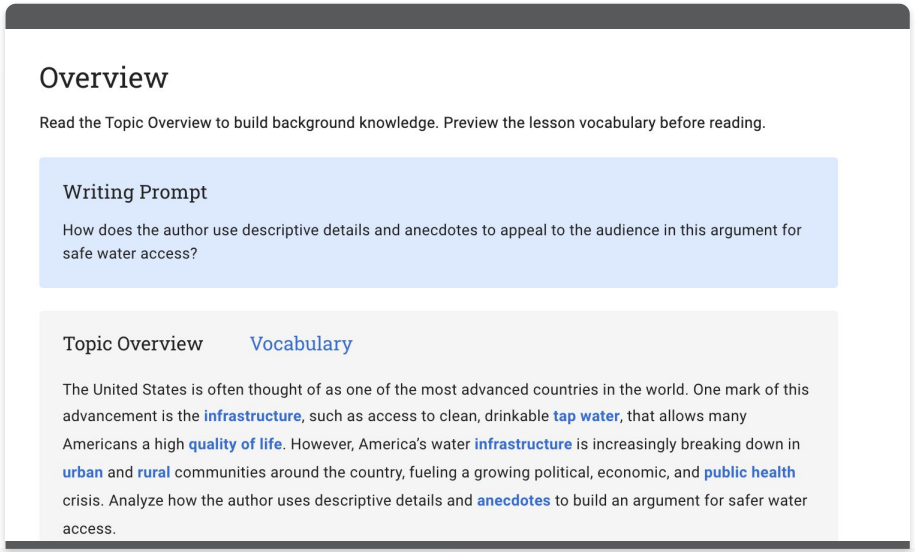
- Visual Summaries
- Interactive Skills Rehearsal
- Language Practice
- Confidence
- Connection



Vocabulary Games (for Noisy, Happy Classrooms!)

Social and Collaborative Learning for Deeper Engagement



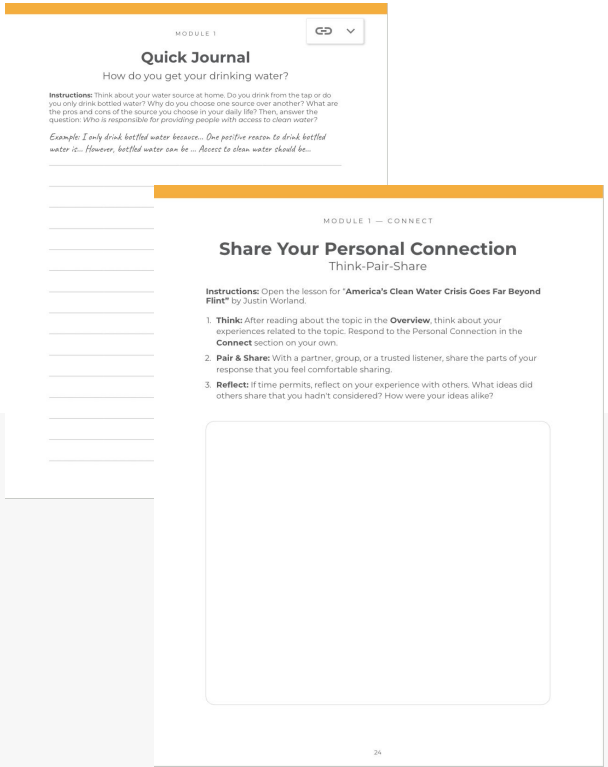


- Language Practice
- Shared Literacy Strategies Across Disciplines

THINKCERCA'S PROVEN FRAMEWORK

Anchor Texts: Connect

Leveraging Personal Connections



MODULE 1

Quick Journal

How do you get your drinking water?

Instructions: Think about your water source at home. Do you drink from the tap or do you only drink bottled water? Why do you choose one source over another? What are the pros and cons of the source you choose in your daily life? Then, answer the question: *Who is responsible for providing people with access to clean water?*

Example: I only drink bottled water because... One positive reason to drink bottled water is... However, bottled water can be ... Access to clean water should be...

MODULE 1 — CONNECT

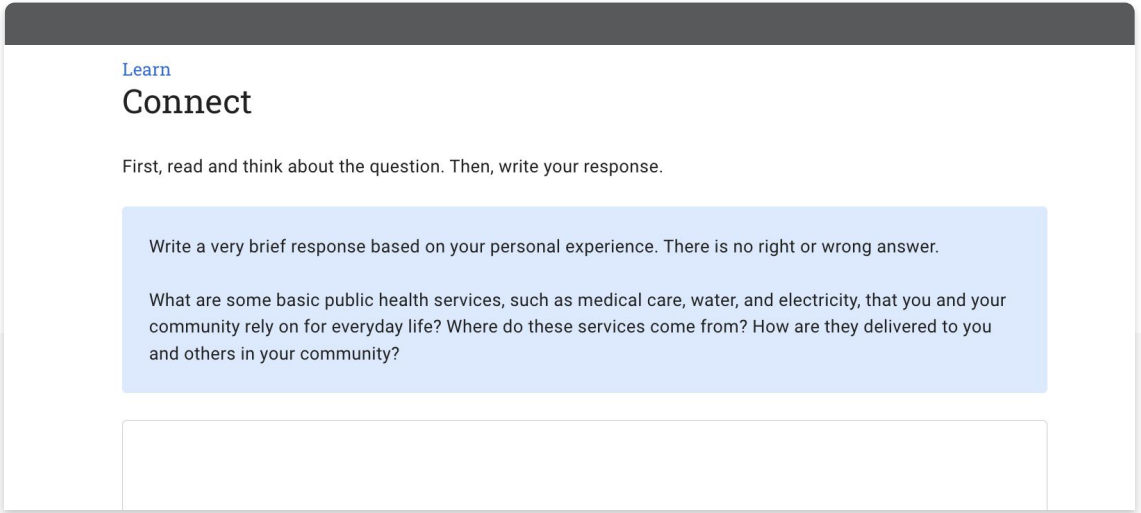
Share Your Personal Connection

Think-Pair-Share

Instructions: Open the lesson for "**America's Clean Water Crisis Goes Far Beyond Flint**" by Justin Worland.

1. **Think:** After reading about the topic in the **Overview**, think about your experiences related to the topic. Respond to the Personal Connection in the **Connect** section on your own.
2. **Pair & Share:** With a partner, group, or a trusted listener, share the parts of your response that you feel comfortable sharing.
3. **Reflect:** If time permits, reflect on your experience with others. What ideas did others share that you hadn't considered? How were your ideas alike?

24



Learn

Connect

First, read and think about the question. Then, write your response.

Write a very brief response based on your personal experience. There is no right or wrong answer.

What are some basic public health services, such as medical care, water, and electricity, that you and your community rely on for everyday life? Where do these services come from? How are they delivered to you and others in your community?

THINKCERCA'S PROVEN FRAMEWORK

Anchor Texts: Read

High Quality Publications Worthy of Study

MODULE 1 — READ

Share Your Reflections

Instructions: During or after you have finished reading, go back and find the questions in the text marked **Pause and Reflect.** These questions will help you connect the text to yourself, to other texts, or to the world around you.

Use the space on the left below to answer the reflection questions. Then, discuss your answers, noting how they were similar or different.

Record "Pause and Reflect" answer

MODULE 1

Apply Your Learning

Analyze How Authors Shape Arguments with Evidence

Instructions: Review **Determining and Tracing a Central Idea Through Details** and apply your learnings to this close reading.

Read the passage:

> But Flint is not a one-off event. In Michigan, officials put an entire community at risk to save money, then lost a bet that the risks would go unnoticed. Similar wagers are placed by politicians and policymakers across the country. "Legal standards are often compromises between what the data shows in terms of toxicity and risk, and how much it's going to cost," says Alexis Temkin, a toxicologist at the Environmental Working Group, a research and advocacy organization.
>
> The odds are getting worse. A 2017 report card from the American Society of Civil Engineers gave the nation's drinking-water infrastructure a rating of D, and assessed that the U.S. needs to invest $1 trillion in the next 25 years for upgrades. The alternative is more erosion, not by water but by the damage that occurs in its absence.

In the article, Worland uses data, facts, photos, quotes, and anecdotes about residents to support his argument that clean water access is a widespread problem. What do the data and quotes in the text above tell you about the problem?

Reflect on How the Author Shapes the Argument with Evidence	
Argument: The problem of clean water is much more widespread than just in Flint.	
What does the quote tell you about the problem? How does the quote shape and strengthen the author's argument?	
What does the data tell you about the problem? How does the data shape and strengthen the author's argument?	

26

Learn

Read

Read the text.

America's Clean Water Crisis Goes Far Beyond Flint. There's No Relief in Sight.

America's Clean Water Crisis Goes Far Beyond Flint. There's No Relief in Sight.

By Justin Worland

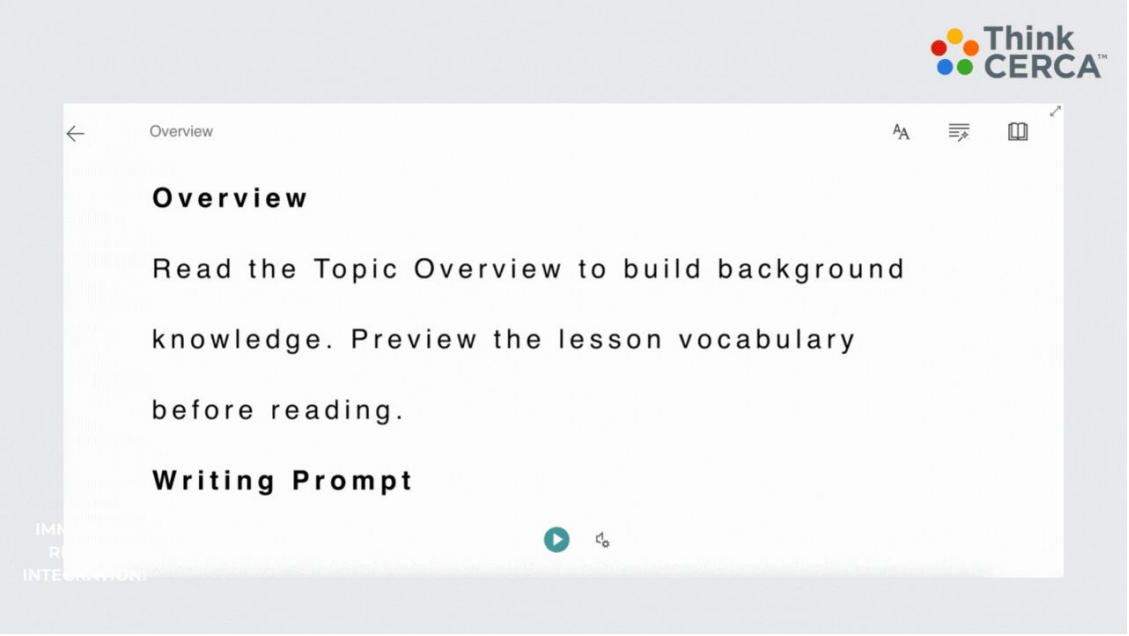
Time Magazine



AI-Enabled Access: Grade Level + for All

With Scaffolds to Help Every Reader Rise to the Challenge of Text

- Text-to-Speech
- Customizable fonts, colors, and line spacing
- Picture dictionary for every word
- Translation to 60 languages
- Syllable highlighting
- Parts of Speech
- Focus mode with line focus features



THINKCERCA'S PROVEN FRAMEWORK

Anchor Texts: Check

Integrated skills practice for deeper learning and skill development

MODULE 2

Sharpen Your Sentences

Sentence Expansion in Counterclaims

Kathmandu government officials have been trying to fix the infrastructure problem.

Instructions: By beginning sentences with phrases in counterclaims, authors can summarize and respond to issues raised by those who have alternate or opposing viewpoints.

Revise the sentence above using the phrases below that indicate counterclaims. You can then expand your own sentences.

Kathmandu government officials have been trying to fix the infrastructure problem.

Kathmandu government officials have been trying to fix the infrastructure problem.

Kathmandu government officials have been trying to fix the infrastructure problem.

MODULE 2

Apply Your Learning

Cite Evidence in a Discussion

Instructions: After reviewing **The Rules of Discussion** and **Citing Evidence to Support Analysis in Informational Texts** as a group, discuss the question below. Use evidence from each article to strengthen your ideas.

Take notes: As you read, answer the question: *What obstacles do the communities in both of these articles you have read so far share that prevents them from accessing clean water to drink?*

What issues in certain parts of the United States does Worland describe that keep communities from accessing clean drinking water? What evidence best supports this?	What does the failure of Kathmandu's water delivery system reveal about the effects of politics and climate change on water access? What evidence best supports this?

What do these obstacles reveal about the underlying problems related to who is taking responsibility for providing access to clean water in the US and across the globe?

Personal Reflection: How should your community and others determine who is responsible for providing access to things that improve quality of life for all?

37

Learn

Check

Writing Prompt

According to the article, what were some of Kathmandu's biggest obstacles in accessing clean water?

Kathmandu Finally Got Tap Water. After a Climate Disaster, It Was Gone.

Kathmandu Finally Got Tap Water. After a Climate Disaster, It Was Gone.

By Emily Schmall and Bhadra Sharma

The New York Times



1 2 3 4 5

Which of the following statements should be included in a summary of the article?

- A major flood followed a spike in temperature in the Himalayas.
- The Melamchi water project began in 1972 and took over 30 years to complete.
- Many Kathmandu residents use free public spouts to bathe and do laundry.
- The Asian Development Bank loaned $160 million to Nepal's government.

Next

THINKCERCA'S PROVEN FRAMEWORK

Anchor Texts: Analyze

Critical Reading Skills

MODULE 3

Apply Your Learning

Analyze Text Features

Instructions: Review the **Analyzing Text Features** and apply your learning to this close reading. Read the passage below and consider how the animation helps clarify the information or builds on your understanding of the writer's argument. (Review the animation in the online selection, if needed.)

Read the passage:

The commissioner set an August deadline for the basin states to come up with options for potential water cuts. The Upper Basin states–Colorado, Utah, New Mexico and Wyoming–submitted a plan. The Lower Basin states–California, Arizona, and Nevada–did not submit a combined plan.



Analyze Text Features for Author's Purpose	
What information does the animation provide? (Include the information in the sidebar, labels, and map.)	
What information from the text is the animation highlighting and/or building upon?	
By adding the animation, what does the author want you to understand about the issue of water access and the region surrounding each of the Colorado Basins?	

47

Use **Green** to highlight data and statistics presented about the Colorado River drought. Add notes about what this evidence says about the region's fight for resources.

Use **Purple** to highlight captions, photos, and video evidence that support the author's arguments. Add notes about how these features impact your understanding of the issues at stake.

Select a Highlighter Green Purple

Until recently, water managers and politicians whose **constituents** rely on the river have avoided the most difficult questions about how to rebalance a system in which demand far outpaces supply. Instead, water managers have drained the country's two largest reservoirs, Lake Mead and Lake Powell, faster than Mother Nature refills them.

In 2000, both reservoirs were about 95% full. Today, Mead and Powell are each about 27% full — once-healthy savings accounts now dangerously low.

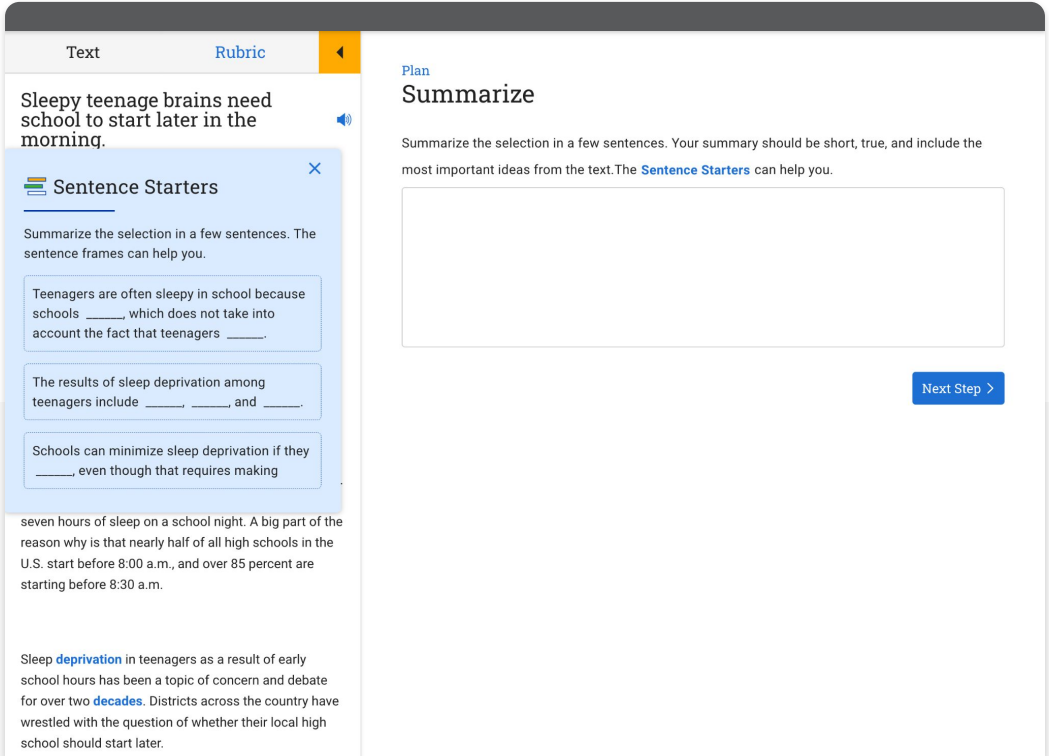


A formerly sunken boat sits upright into the air with its stern stuck in the mud along the shoreline of Lake Mead at the Lake Mead National Recreation Area, June 10, 2022, near Boulder City, Nev. (AP Photo/John Locher)

THINKCERCA'S PROVEN FRAMEWORK

Anchor Texts: Summarize

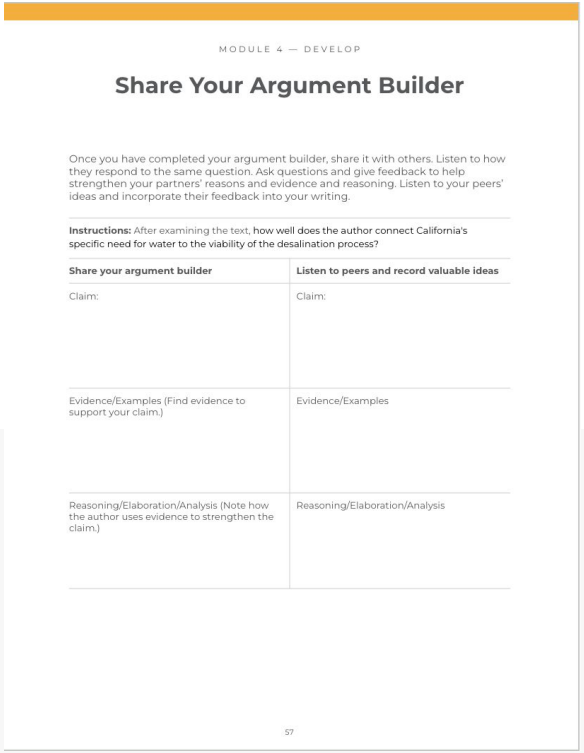
Academic Writing Skills



THINKCERCA'S PROVEN FRAMEWORK

Anchor Texts: Develop

Making a proven pedagogical framework accessible to all students



MODULE 4 — DEVELOP

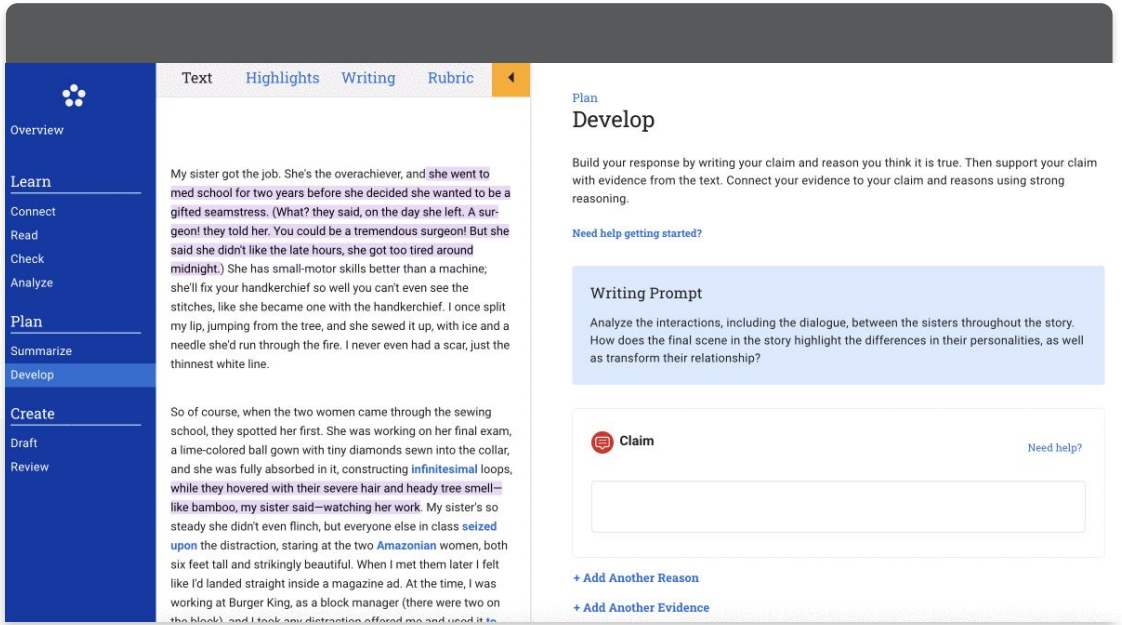
Share Your Argument Builder

Once you have completed your argument builder, share it with others. Listen to how they respond to the same question. Ask questions and give feedback to help strengthen your partners' reasons and evidence and reasoning. Listen to your peers' ideas and incorporate their feedback into your writing.

Instructions: After examining the text, how well does the author connect California's specific need for water to the viability of the desalination process?

Share your argument builder	Listen to peers and record valuable ideas
Claim:	Claim:
Evidence/Examples (Find evidence to support your claim.)	Evidence/Examples
Reasoning/Elaboration/Analysis (Note how the author uses evidence to strengthen the claim.)	Reasoning/Elaboration/Analysis

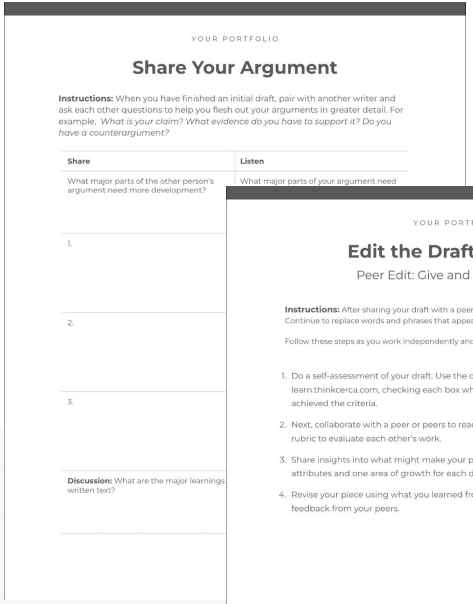
57



THINKCERCA'S PROVEN FRAMEWORK

Anchor Texts: Draft

A focus on higher order thinking



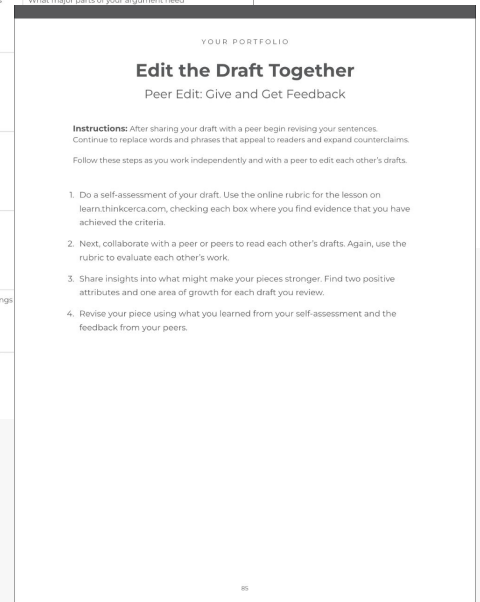
YOUR PORTFOLIO

Share Your Argument

Instructions: When you have finished an initial draft, pair with another writer and ask each other questions to help you flesh out your arguments in greater detail. For example, *What is your claim? What evidence do you have to support it? Do you have a counterargument?*

Share	Listen
What major parts of the other person's argument need more development?	What major parts of your argument need
1.	
2.	
3.	

Discussion: What are the major learnings written text?



YOUR PORTFOLIO

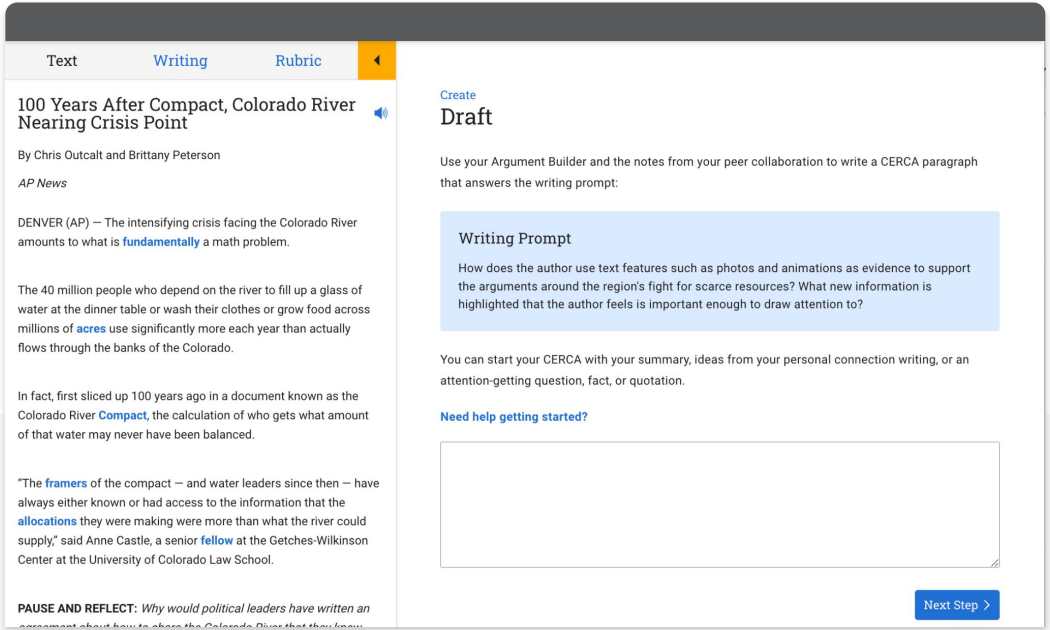
Edit the Draft Together

Peer Edit: Give and Get Feedback

Instructions: After sharing your draft with a peer begin revising your sentences. Continue to replace words and phrases that appeal to readers and expand counterclaims.

Follow these steps as you work independently and with a peer to edit each other's drafts.

1. Do a self-assessment of your draft. Use the online rubric for the lesson on learn.thinkcerca.com, checking each box where you find evidence that you have achieved the criteria.
2. Next, collaborate with a peer or peers to read each other's drafts. Again, use the rubric to evaluate each other's work.
3. Share insights into what might make your pieces stronger. Find two positive attributes and one area of growth for each draft you review.
4. Revise your piece using what you learned from your self-assessment and the feedback from your peers.



Text | Writing | Rubric

100 Years After Compact, Colorado River Nearing Crisis Point

By Chris Outcalt and Brittany Peterson

AP News

DENVER (AP) — The intensifying crisis facing the Colorado River amounts to what is **fundamentally** a math problem.

The 40 million people who depend on the river to fill up a glass of water at the dinner table or wash their clothes or grow food across millions of **acres** use significantly more each year than actually flows through the banks of the Colorado.

In fact, first sliced up 100 years ago in a document known as the Colorado River **Compact**, the calculation of who gets what amount of that water may never have been balanced.

"The **framers** of the compact — and water leaders since then — have always either known or had access to the information that the **allocations** they were making were more than what the river could supply," said Anne Castle, a senior **fellow** at the Getches-Wilkinson Center at the University of Colorado Law School.

PAUSE AND REFLECT: *Why would political leaders have written an*

Create

Draft

Use your Argument Builder and the notes from your peer collaboration to write a CERCA paragraph that answers the writing prompt:

Writing Prompt

How does the author use text features such as photos and animations as evidence to support the arguments around the region's fight for scarce resources? What new information is highlighted that the author feels is important enough to draw attention to?

You can start your CERCA with your summary, ideas from your personal connection writing, or an attention-getting question, fact, or quotation.

Need help getting started?

Next Step >

SUPPORT FOR STRUGGLING READERS AND TRANSLANGUAGING

Award-Winning Automated Feedback for Writing

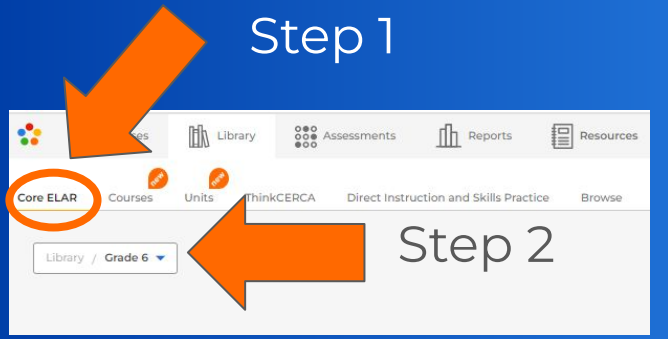
Enabling personalized learning instantly



Real-time, actionable feedback

- Grammar, usage, and mechanics support
- Personalized feedback on writing in real-time

Grade Level Close Reading and Writing Experience



Click on CORE ELAR and select your grade level from the drop down menu:

➡️ Grade 6: Unit 1, Module 1: Eleven

➡️ Grade 7: Unit 1, Module 2: The Coolness Equation

➡️ Grade 8: Unit 1, Module 1: Marigolds

➡️ Grade 9: Unit 1, Module 3: Poetry: Mango 61

➡️ Grades 10: Unit 1, Module 4: Excerpt from Breaking Night

➡️ Grade 11: Unit 1, Module 2: My Beloved World

➡️ Grade 12: Unit 1, Module 3: Prom

SUPPORT FOR STRUGGLING READERS AND TRANSLANGUAGING

Award-Winning Automated Feedback for Writing

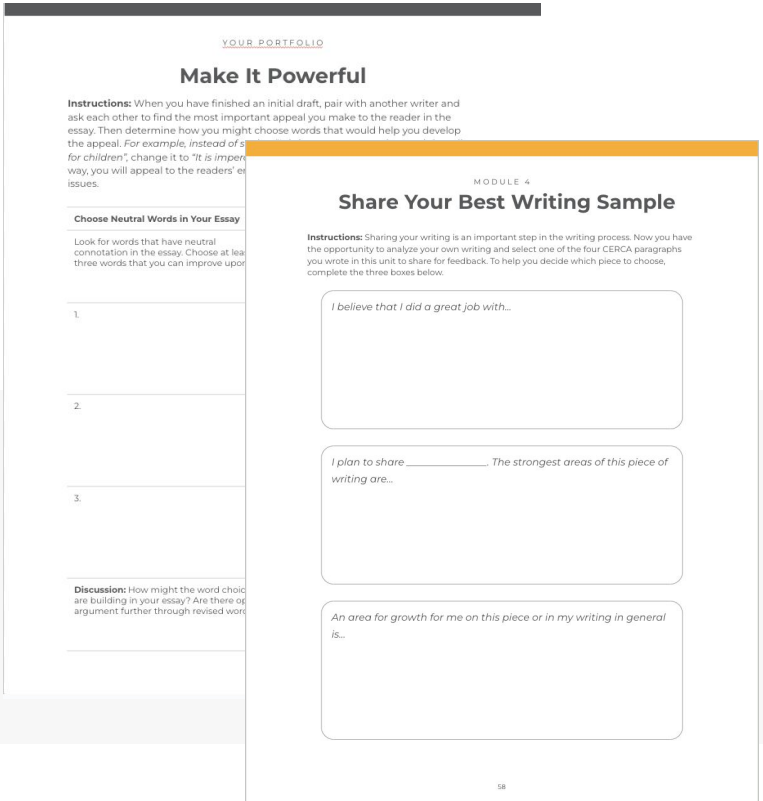


Real-time, actionable feedback

- Grammar, usage, and mechanics support
- Personalized feedback on writing in real-time

THINKCERCA'S PROVEN FRAMEWORK

Anchor Texts: Review



YOUR PORTFOLIO

Make It Powerful

Instructions: When you have finished an initial draft, pair with another writer and ask each other to find the most important appeal you make to the reader in the essay. Then determine how you might choose words that would help you develop the appeal. *For example, instead of s… for children"*, change it to *"It is imper… way, you will appeal to the readers' e… issues.*

Choose Neutral Words in Your Essay

Look for words that have neutral connotation in the essay. Choose at lea… three words that you can improve upo…

1.

2.

3.

Discussion: How might the word choic… are building in your essay? Are there o… argument further through revised wor…

MODULE 4

Share Your Best Writing Sample

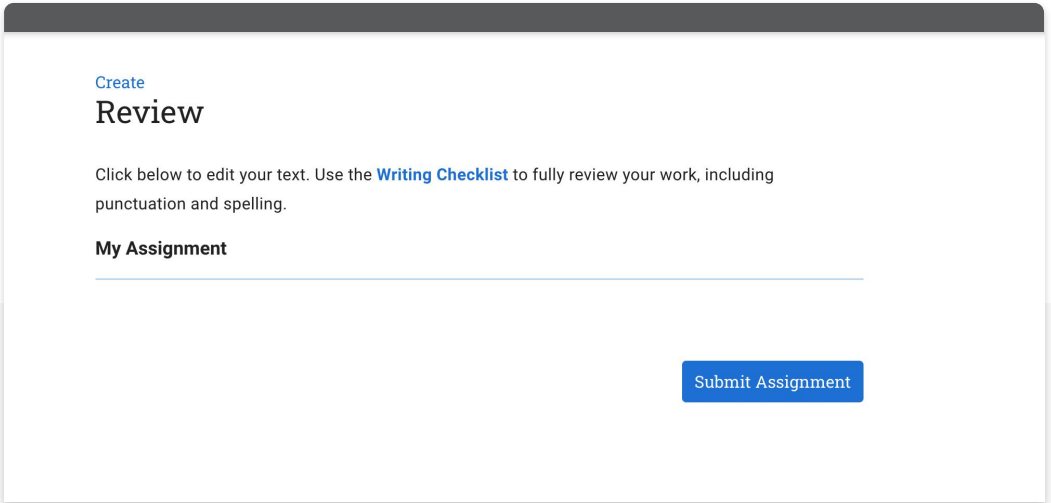
Instructions: Sharing your writing is an important step in the writing process. Now you have the opportunity to analyze your own writing and select one of the four CERCA paragraphs you wrote in this unit to share for feedback. To help you decide which piece to choose, complete the three boxes below.

I believe that I did a great job with…

I plan to share _____. The strongest areas of this piece of writing are…

An area for growth for me on this piece or in my writing in general is…

58



Create

Review

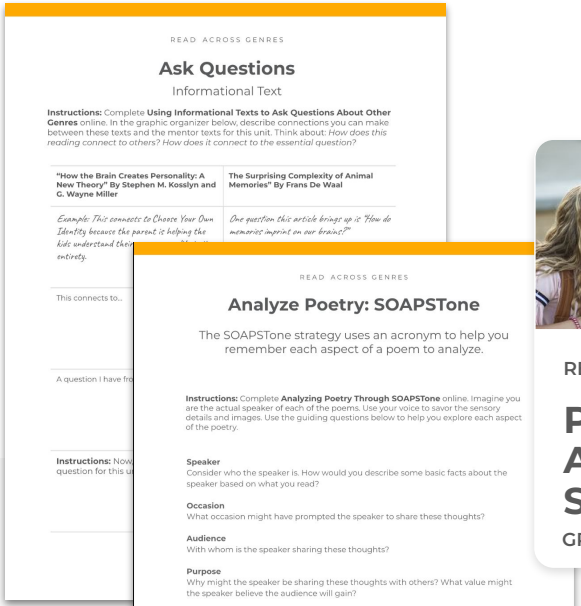
Click below to edit your text. Use the **Writing Checklist** to fully review your work, including punctuation and spelling.

My Assignment

Submit Assignment

GRADUAL RELEASE TO INDEPENDENT MULTI-MODAL PRACTICE

Reading Across Genres



READ ACROSS GENRES

Ask Questions

Informational Text

Instructions: Complete **Using Informational Texts to Ask Questions About Other Genres** online. In the graphic organizer below, describe connections you can make between these texts and the mentor texts for this unit. Think about: *How does this reading connect to others? How does it connect to the essential question?*

"How the Brain Creates Personality: A New Theory" By Stephen M. Kosslyn and G. Wayne Miller	The Surprising Complexity of Animal Memories" By Frans De Waal
Example: This connects to Choose Your Own Identity because the parent is helping the kids understand their entirety.	*One question this article brings up is "How do memories imprint on our brains?"*
This connects to...	
A question I have fro	
Instructions: Now question for this u	

READ ACROSS GENRES

Analyze Poetry: SOAPSTone

The SOAPSTone strategy uses an acronym to help you remember each aspect of a poem to analyze.

Instructions: Complete **Analyzing Poetry Through SOAPSTone** online. Imagine you are the actual speaker of each of the poems. Use your voice to savor the sensory details and images. Use the guiding questions below to help you explore each aspect of the poetry.

Speaker
Consider who the speaker is. How would you describe some basic facts about the speaker based on what you read?

Occasion
What occasion might have prompted the speaker to share these thoughts?

Audience
With whom is the speaker sharing these thoughts?

Purpose
Why might the speaker be sharing these thoughts with others? What value might the speaker believe the audience will gain?

Subject
While the literal subject of the poem is what is being described in the details and images, what might the metaphorical meaning of the poem be? What other ideas might the speaker be exploring?

Tone
As you practiced saying the poem out loud, what tone, or attitude toward the subject, did you imagine the speaker using at various parts of the poem? How does the speaker's tone change from one section to the next? What does that change in tone sound like?

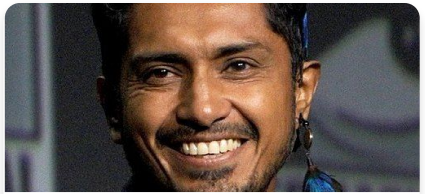
63



READING PRACTICE

Popular Kids Aren't That Special

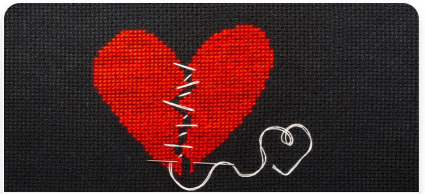
GRADE 7



READING PRACTICE

The Mesoamerican Influences Behind

GRADES 9-12



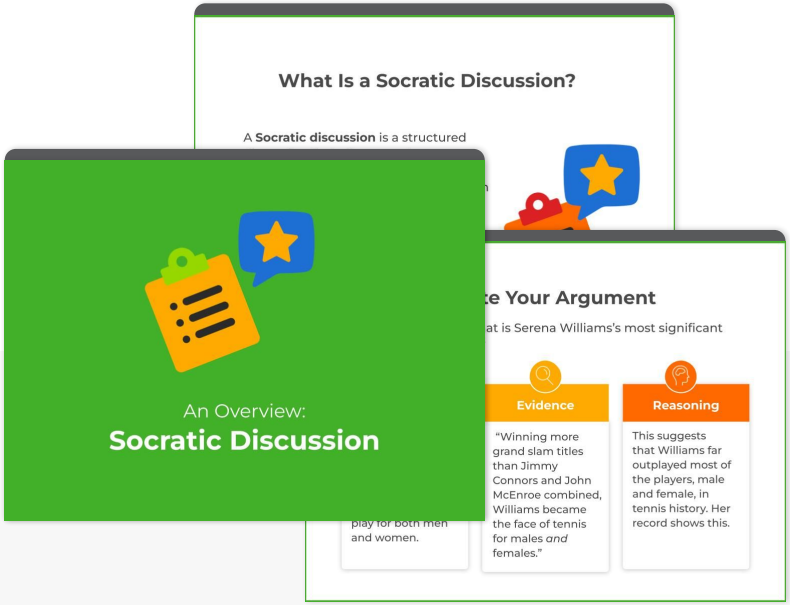
READING PRACTICE

This Morning I Pray for My Enemies

GRADE 7

COLLEGE, CAREER, AND LIFE READINESS

Formal Listening and Speaking



- Peer discussion and collaboration
- Small group collaboration
- Formal training in Socratic discussion, debate, and a variety of oral presentation formats.

WRITING TASKS FOR A POST-AI WORLD

Unit Assessments and Culminating Tasks

Growing and Becoming	Designing Your Community	Defining Your Purpose	Everyday Sustainability
Your Portfolio **Narrative**	Your Portfolio **Argument**	Your Portfolio **Short Story**	Your Portfolio **Research Paper**

Resolving Conflicts	Post-Secondary Planning	Literary Analysis
Your Portfolio **Cause and Effect Analysis**	Your Portfolio **Personal Statement & Pitch Deck**	Your Portfolio **Compare Stories**

Core ELAR Unit Design

Unit Components

A Blended Approach

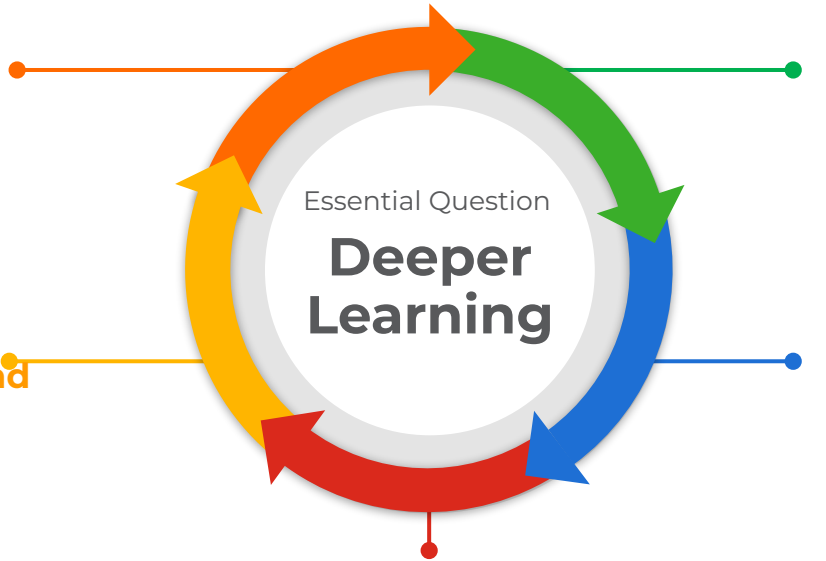
(Unit-At-a-Glance Example Here)

Culminating Writing Tasks and Unit Reading Assessments

- Full Writing Process
- Exemplars
- Unit Assessment

Formal Listening and Speaking Instruction and Assessment

- Socratic Discussion
- Debate
- Performance
- Oral Presentation
- Pitch



Goal-Setting and Theme Exploration

- Set Personal Goals
- Activate background knowledge and build schema.
- Understand the Essential Question
- Understand the Culminating Task

Direct Instruction and Anchor Texts

- Direct Instruction in key reading and writing skills and concepts
- Practice with key vocabulary
- Deeper close reading and CERCA writing practice
- Support for Vocabulary, Grammar, and sentence to paragraph writing
- Speaking and Listening Practice

Reading Across Genres

- Multimedia Literacy
- More Independent Close Reading Practice
- Cross-Genre Comparisons

Grades 3-5

Research Based

TYPICAL GRADE

3+

Language Comprehension

Background Knowledge
(facts, concepts, etc.)

Vocabulary
(breadth, precision, links, etc.)

Language Structure
(syntax, semantics, etc.)

Verbal Reasoning
(inference, metaphor, etc.)

Literacy Knowledge
(print concepts, genres, etc.)

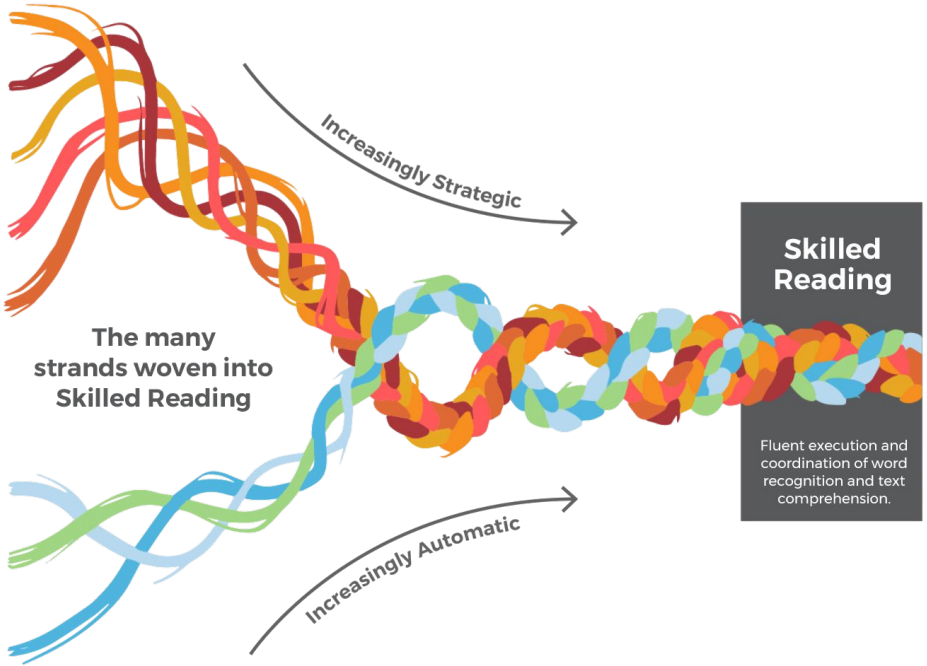
K-2

Word Recognition

Phonological Awareness
(syllables, phonemes, etc.)

Decoding
(alphabetic principle, spelling-sound correspondence)

Sight Recognition
(of familiar words)

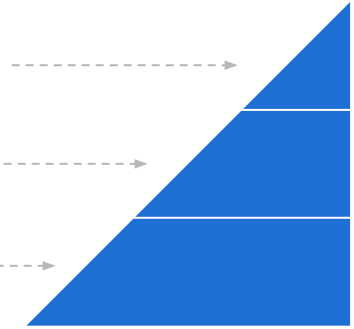


Knowledge and Skills are Interlocked

What does it matter?

What does it mean?

What does it say?



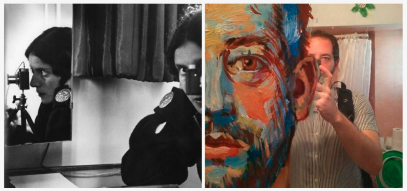
Engage with Grade Level Texts, Tasks, and Talk

Build Background Knowledge

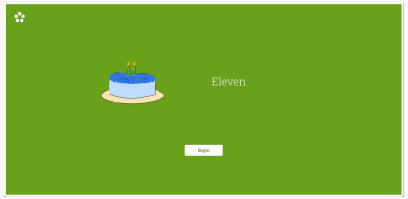
Learn Skills (Including Phonemic Awareness and Decoding with Our Foundational Reading Program)



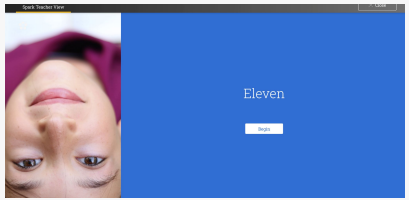
[Build Skills]



[Engage]



[Pre-teach]



[Enable Learning]

Grades 3-12

Integrated Literacy Skills

Direct Instruction
Key Skills and Concepts

Vocabulary
Academic Vocabulary

Connect, Read, Check, Analyze
Close Reading

Plan, Draft, Revise
Writing, Grammar

Discuss and Explore
Extend Learning

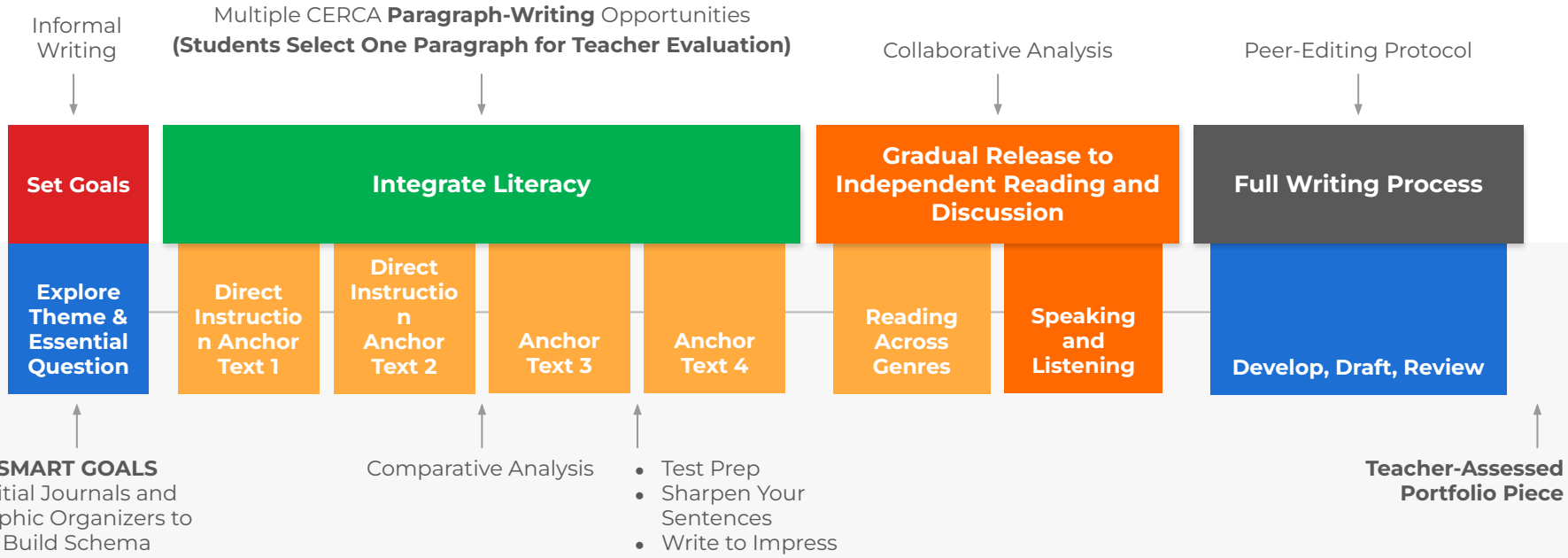




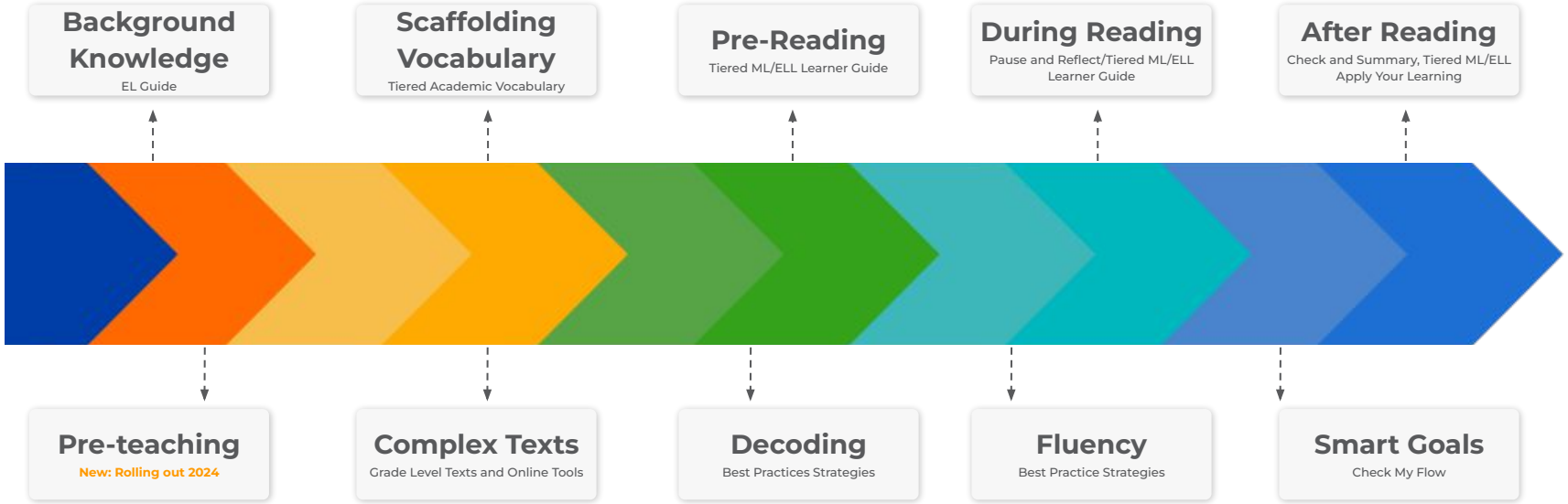


Integrated Literacy

Writing to Improve Learning Not Just Prove Learning



Lesson Support for ML/ELL



Foundational Reading | **Direct Instruction and Skills Practice** | **Leveled Readings** | **Leveled Writing Practice** | **Assessments**

Support for ALL students, including students with diverse learning needs, gifted and talented, and Multilingual English Language Learners

Grades 3-12

4 Ways Educators Customize Instruction

Customizable Library

Design Access for Teachers Based on Community Context

Custom Planning

Honor the Balance Between Teacher Autonomy and Fidelity to Essential Elements of Lessons and Curriculum

Custom Lesson Tool

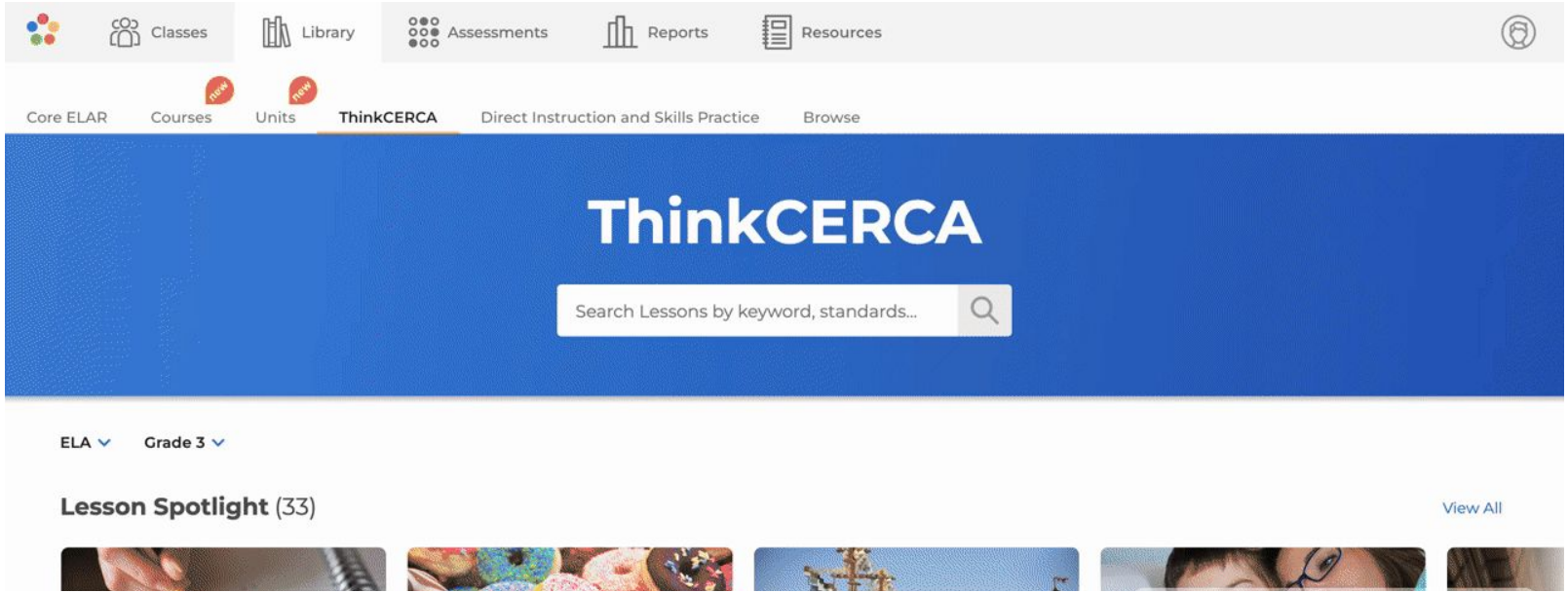
Create Your Own Lessons, to leverage AI features Instantly

Co-Teacher Features for MTSS

Assign, Modify, and Grade as a Co-Teacher

HONORING TEACHER PRACTICE

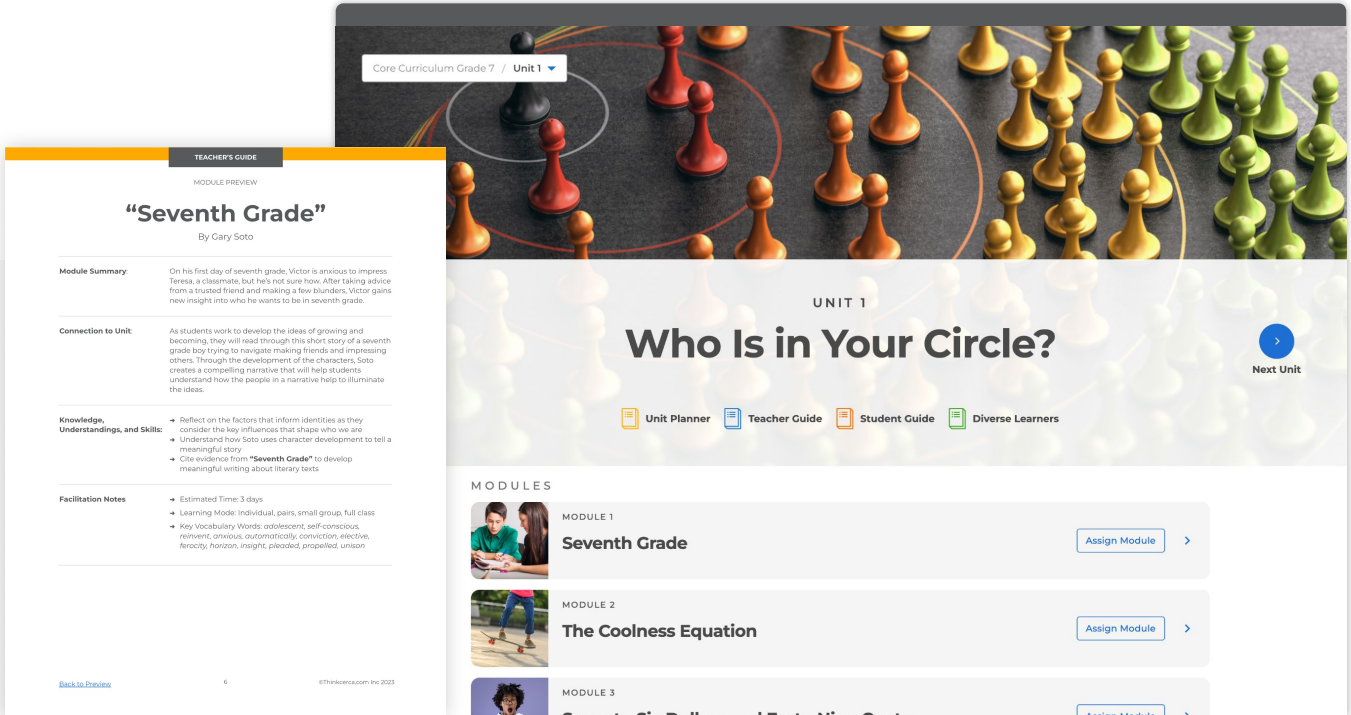
Custom Lessons

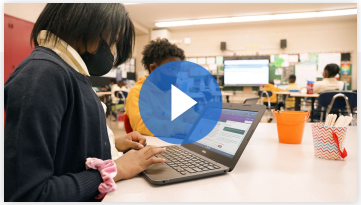


Writing Across the Curriculum

Curriculum for Grades 3-Higher Ed

Mini-Units with 10 Levels of Access

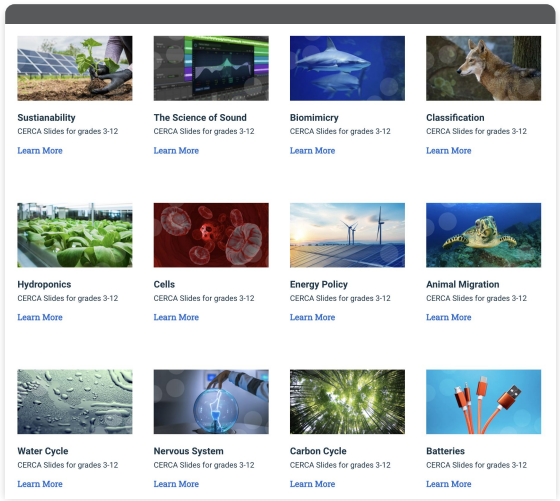




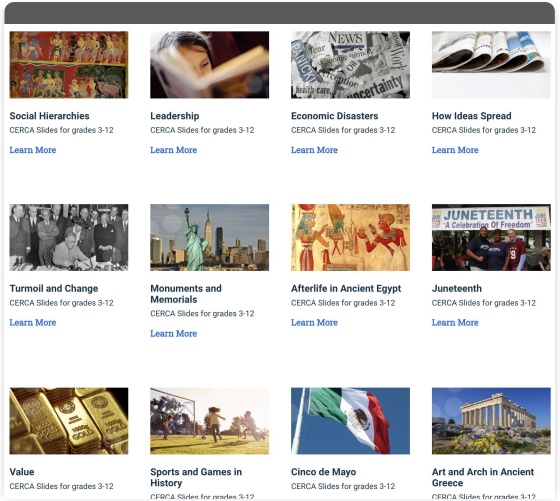
Literacy Must Moment
Paired Highlighting + Summarizing

3rd–12th Grade-Across Disciplines

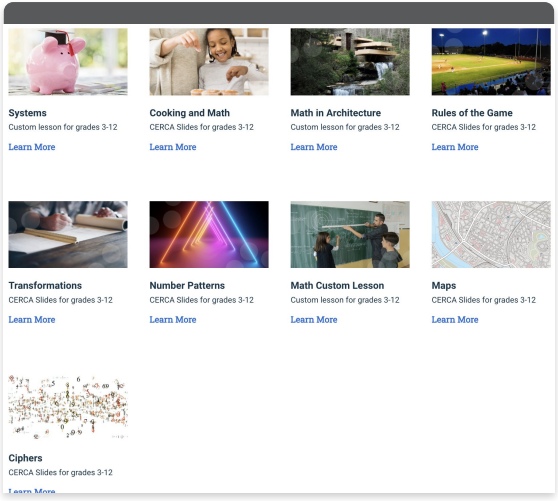
Coherence, Alignment Across Content Areas, and Insights for the Whole Team



Science



Social Studies

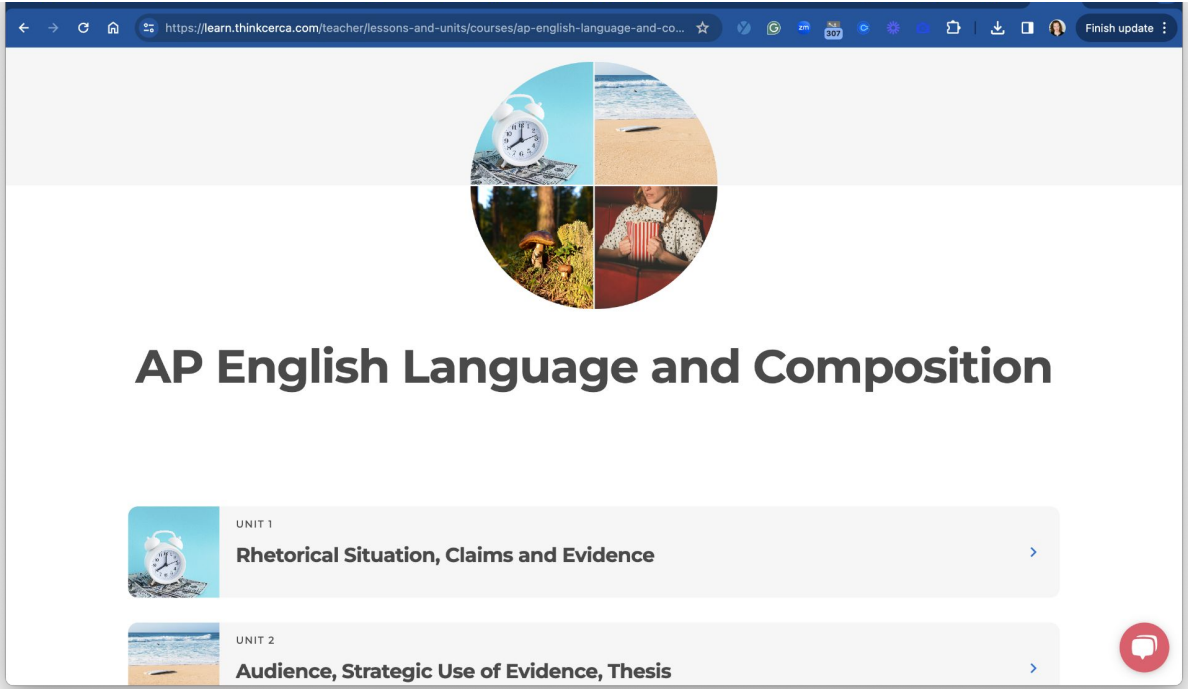


Math

Supplemental Courses

ONE-STOP-SHOP

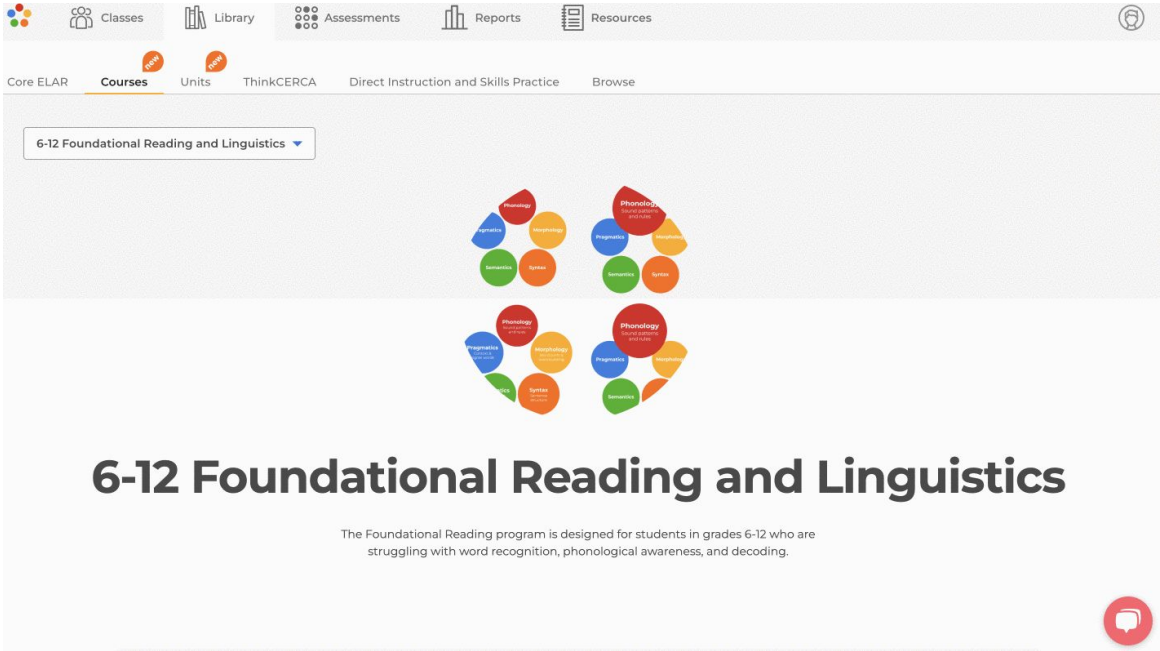
AP Courses!



Foundational Reading

For Grades 6-12 Included

- 3 starting points: letter sounds, phonology, or syntax, morphology, and comprehension
- Grade-Level Texts
- PL on demand
- Detailed facilitation guides
- Reteach opportunities



Professional Services

TEACHER PLANNING

Benchmark Evaluation Services

ThinkCERCA's Benchmark Process

STEP 1

You Implement Assessments

Students complete a benchmark assessment in the ThinkCERCA platform.

STEP 2

ThinkCERCA Scores Each Submission

ThinkCERCA's scorers evaluate assessments.

STEP 3

ThinkCERCA Evaluates Growth Focus and Provides Feedback for Students

Each student receives:

- **A score** in all five rubric categories on the ThinkCERCA argumentative writing rubric
- **Two pieces of feedback** from our feedback bank
- **A growth focus area** selected from the rubric categories based on your evaluation of the student's work

TEACHER PLANNING

Professional Learning and Content Services

ThinkCERCA's Expert Team

Implementation Support

Implementing Blended LIteracy Instruction Across the System

- Planning
- Implementation
- Best Practices
- Learning Walks
- On-going Support

.

Literacy for Specialized Populations

More Professional Learning Options

- Foundational Reading and Linguistics for Secondary
- Supporting ML/English Learners
- AP Course Implementation
- Blended Learning
- Custom

Custom Content Services

Custom Curriculum and Assessment Development

Create Your Own Content

- Curriculum Alignment Services
- Using ThinkCERCA's custom lesson tools
- Custom assessments

Planning

Exploring the Platform

Explore Planning Resources

Explore the Components of the Curriculum

1

Guides

What is the Unit at a Glance? Teacher Guide? Student Guide?

How do guides support a blended approach

How do they support differentiation?

2

Pacing Calculator

What to keep and cut?

3

Continuum of Blended Learning

What does young adult success look like?

4

Strategic Onboarding

Critical success steps for strong implementation

Explore the Curriculum & Resources

1

Guides

Unit at a Glance

Teacher Guide

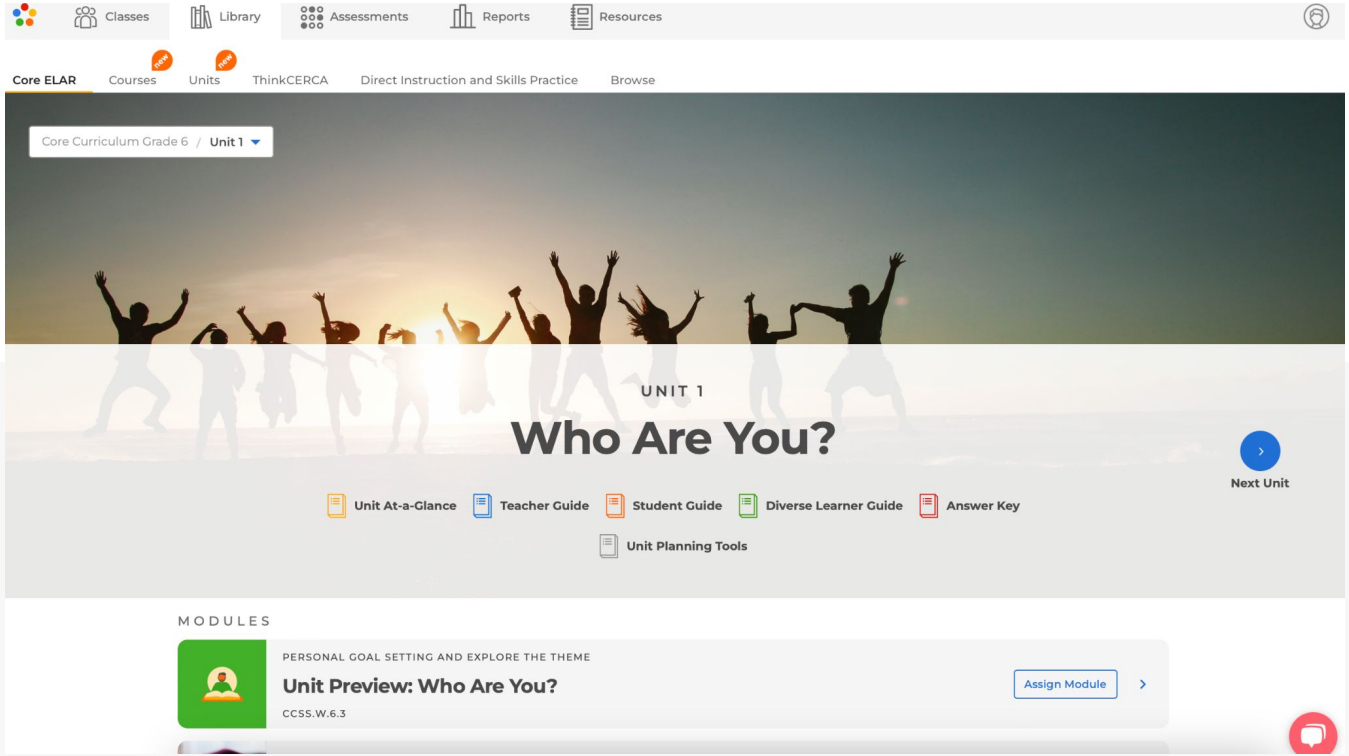
Student Guide

Diverse Learner Guide

Unit Planning Tools

How do guides support a blended approach?

How do they support differentiation?



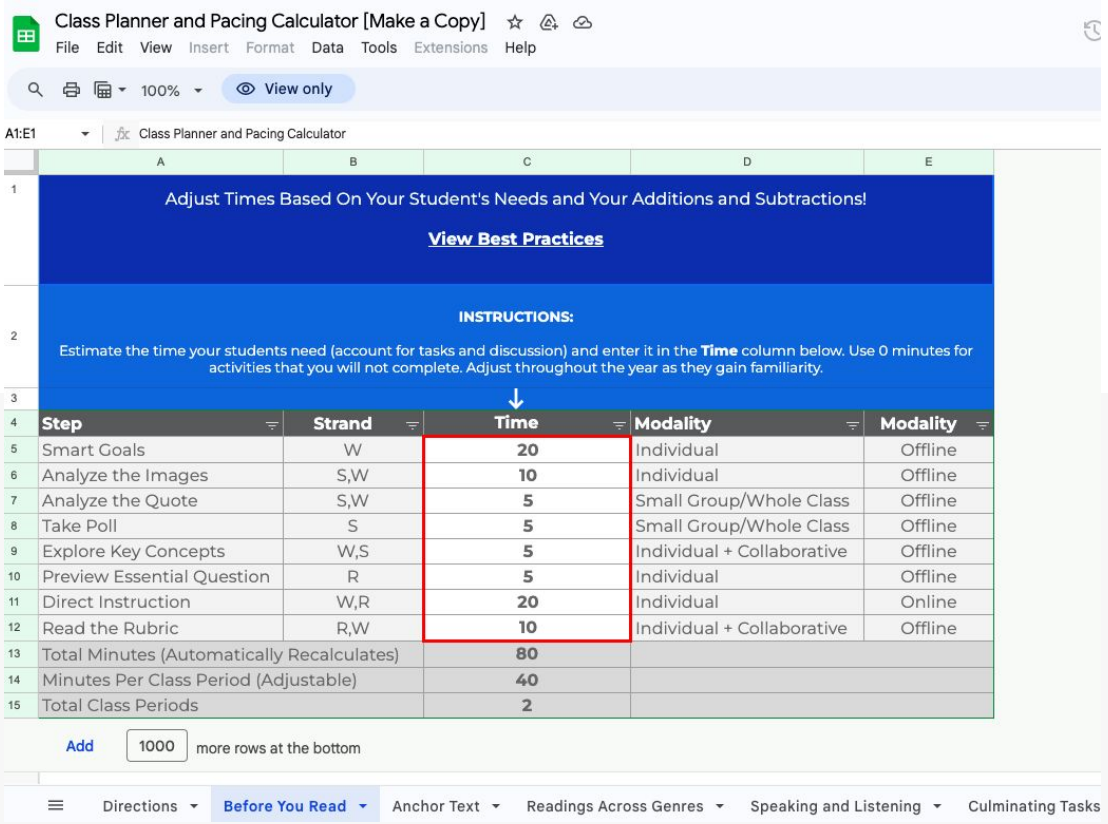
Explore Planning Resources

2

Pacing Calculator

What to keep and cut?

How will the pacing calculator support your planning?



Class Planner and Pacing Calculator [Make a Copy]

File Edit View Insert Format Data Tools Extensions Help

100% View only

A1:E1 Class Planner and Pacing Calculator

Adjust Times Based On Your Student's Needs and Your Additions and Subtractions!

View Best Practices

INSTRUCTIONS:

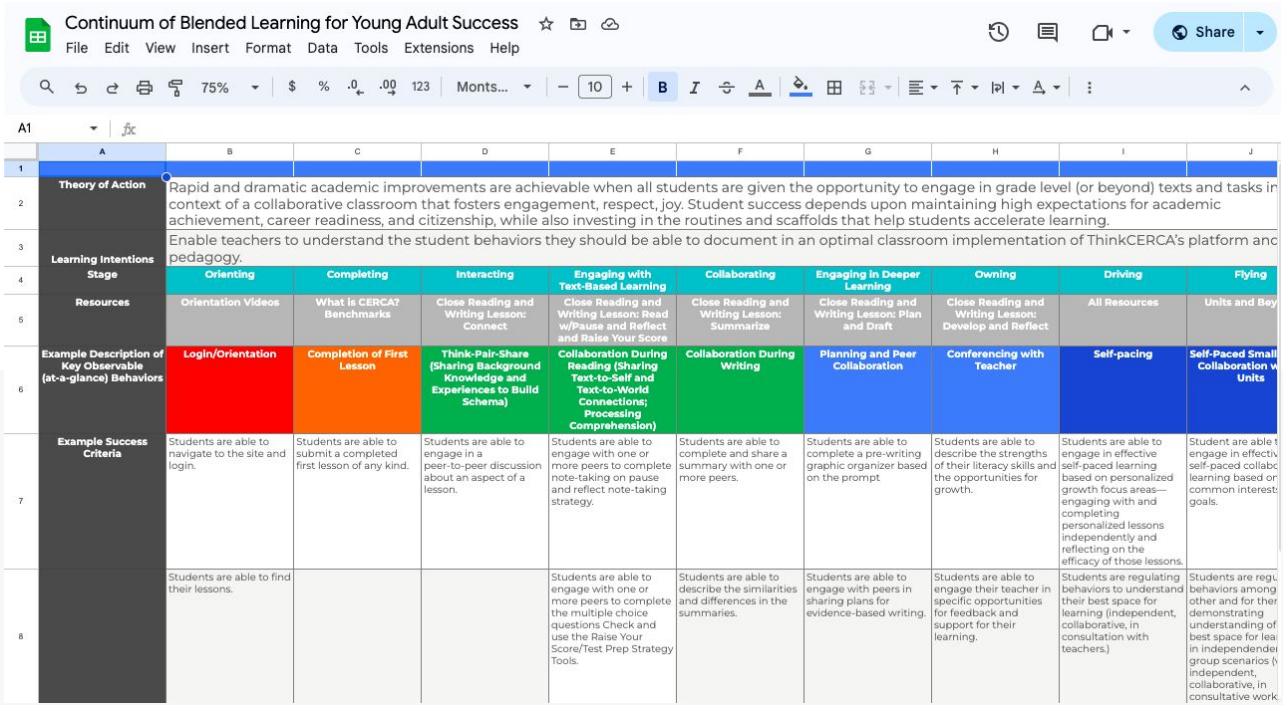
Estimate the time your students need (account for tasks and discussion) and enter it in the **Time** column below. Use 0 minutes for activities that you will not complete. Adjust throughout the year as they gain familiarity.

Step	Strand	Time	Modality	Modality
Smart Goals	W	20	Individual	Offline
Analyze the Images	S,W	10	Individual	Offline
Analyze the Quote	S,W	5	Small Group/Whole Class	Offline
Take Poll	S	5	Small Group/Whole Class	Offline
Explore Key Concepts	W,S	5	Individual + Collaborative	Offline
Preview Essential Question	R	5	Individual	Offline
Direct Instruction	W,R	20	Individual	Online
Read the Rubric	R,W	10	Individual + Collaborative	Offline
Total Minutes (Automatically Recalculates)		80		
Minutes Per Class Period (Adjustable)		40		
Total Class Periods		2		

Add 1000 more rows at the bottom

Directions | Before You Read | Anchor Text | Readings Across Genres | Speaking and Listening | Culminating Tasks

Explore Planning Resources



Continuum of Blended Learning for Young Adult Success

File Edit View Insert Format Data Tools Extensions Help

Share

	A	B	C	D	E	F	G	H	I	J
2	Theory of Action	Rapid and dramatic academic improvements are achievable when all students are given the opportunity to engage in grade level (or beyond) texts and tasks in context of a collaborative classroom that fosters engagement, respect, joy. Student success depends upon maintaining high expectations for academic achievement, career readiness, and citizenship, while also investing in the routines and scaffolds that help students accelerate learning.								
3	Learning Intentions	Enable teachers to understand the student behaviors they should be able to document in an optimal classroom implementation of ThinkCERCA's platform and pedagogy.								
4	Stage	Orienting	Completing	Interacting	Engaging with Text-Based Learning	Collaborating	Engaging in Deeper Learning	Owning	Driving	Flying
5	Resources	Orientation Videos	What is CERCA? Benchmarks	Close Reading and Writing Lesson: Connect	Close Reading and Writing Lesson: Read w/Pause and Reflect and Raise Your Score	Close Reading and Writing Lesson: Summarize	Close Reading and Writing Lesson: Plan and Draft	Close Reading and Writing Lesson: Develop and Reflect	All Resources	Units and Bey
6	Example Description of Key Observable (at-a-glance) Behaviors	Login/Orientation	Completion of First Lesson	Think-Pair-Share (Sharing Background Knowledge and Experiences to Build Schema)	Collaboration During Reading (Sharing Text-to-Self and Text-to-World Connections; Processing Comprehension)	Collaboration During Writing	Planning and Peer Collaboration	Conferencing with Teacher	Self-pacing	Self-Paced Small Collaboration w Units
7	Example Success Criteria	Students are able to navigate to the site and login.	Students are able to submit a completed first lesson of any kind.	Students are able to engage in a peer-to-peer discussion about an aspect of a lesson.	Students are able to engage with one or more peers to complete note-taking on pause and reflect note-taking strategy.	Students are able to complete and share a summary with one or more peers.	Students are able to complete a pre-writing graphic organizer based on the prompt	Students are able to describe the strengths of their literacy skills and the opportunities for growth.	Students are able to engage in effective self-paced learning based on personalized growth focus areas—engaging with and completing personalized lessons independently and reflecting on the efficacy of those lessons.	Student are able t engage in effectiv self-paced collabo learning based or common interest goals.
8		Students are able to find their lessons.			Students are able to engage with one or more peers to complete the multiple choice questions Check and use the Raise Your Score/Test Prep Strategy Tools.	Students are able to describe the similarities and differences in the summaries.	Students are able to engage with peers in sharing plans for evidence-based writing.	Students are able to engage their teacher in specific opportunities for feedback and support for their learning.	Students are regulating behaviors to understand their best space for learning (independent, collaborative, in consultation with teachers.)	Students are regu behaviors among other and for ther demonstrating understanding of best space for lea in independen group scenarios (independent, collaborative, in consultative work

3

Continuum of Blended Learning

What does young adult success look like?

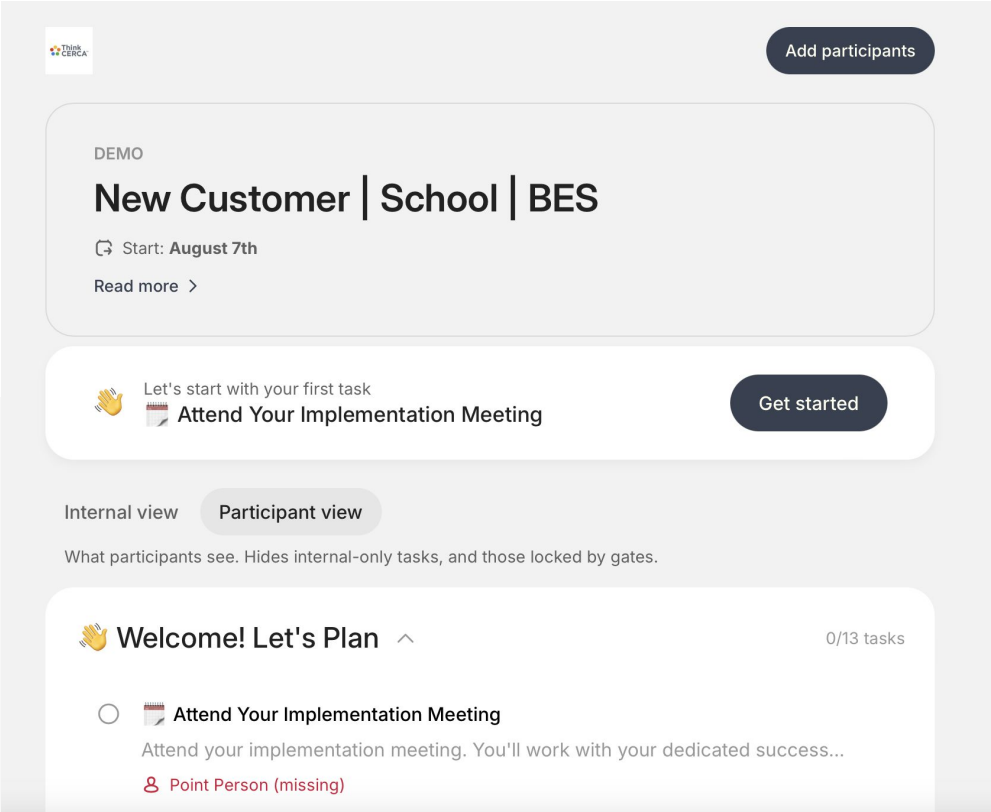
Explore Planning Resources

4

Strategic Onboarding

Critical success steps for strong implementation

How will the success steps found in the onboarding resources support implementation?



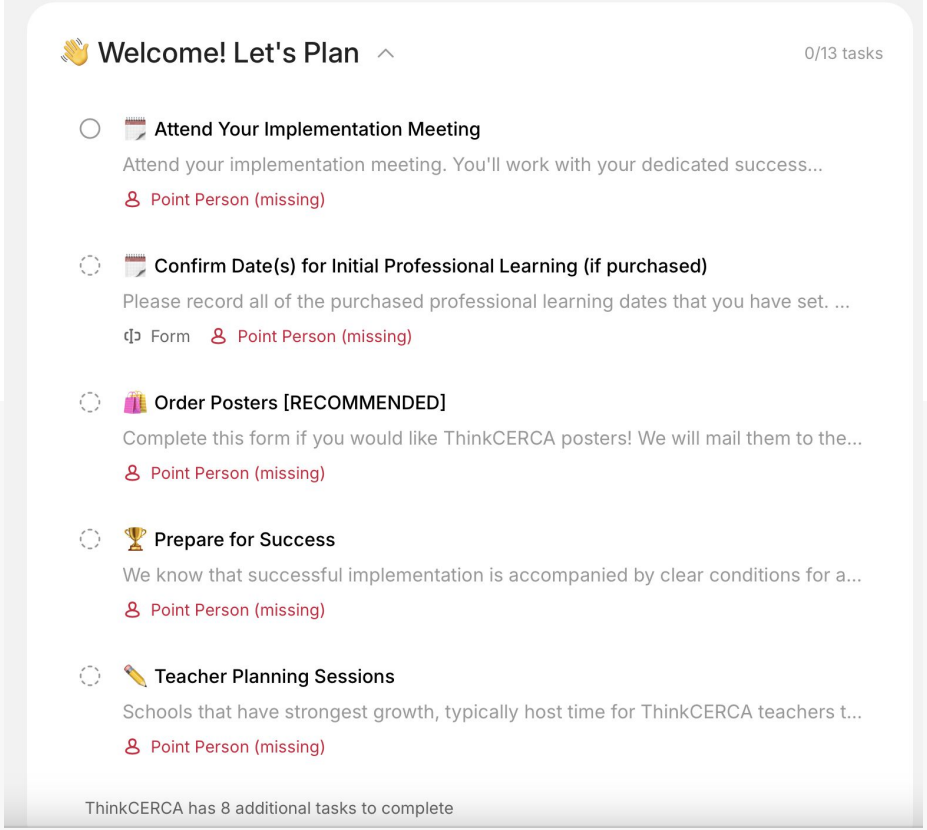
Explore Planning Resources

4

Strategic Onboarding

Critical success steps for strong implementation

How will the success steps found in the onboarding resources support implementation?



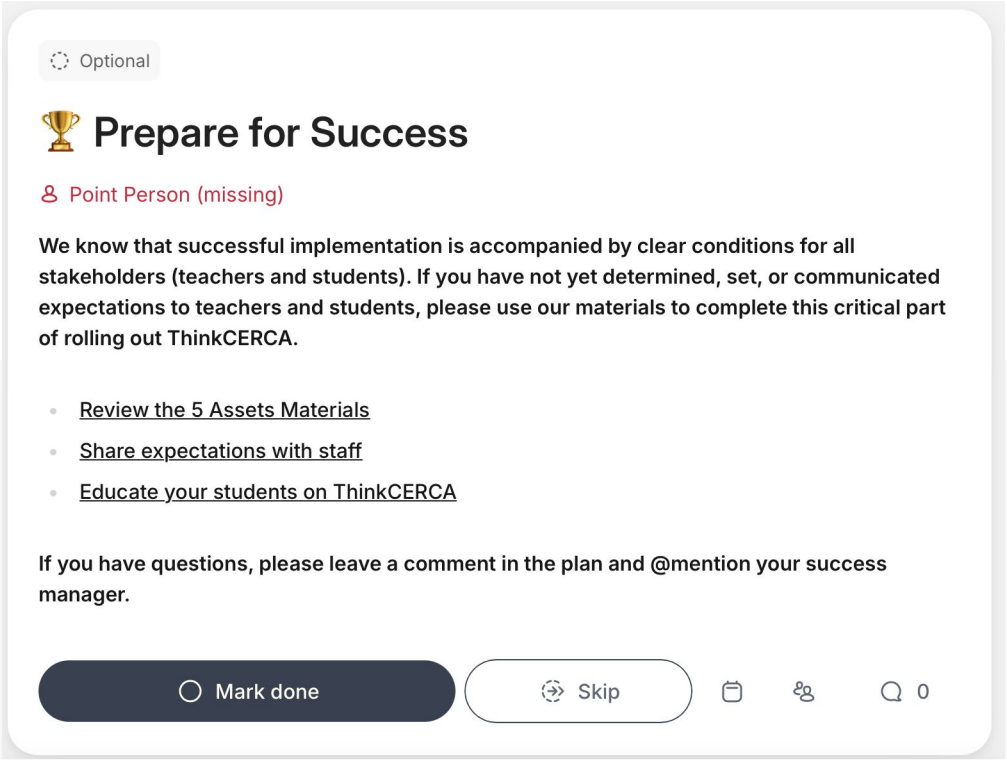
Explore Planning Resources

4

Strategic Onboarding

Critical success steps for strong implementation

How will the success steps found in the onboarding resources support implementation?



Thank you!

Need Help?
We've Got You Covered!

- support@thinkcerca.com
    - Email for support
- Submit a request in the Help Center for Technical and Product Resources
    - Suggestions
    - Feedback
    - Request
    - Tech issues
- Professional Learning ThinkCERCA Landing Page

