Reading to Learn:
Strategies for Secondary Classrooms

ThinkCERCA™



Franchesca Warren

Senior Director of School & District Success

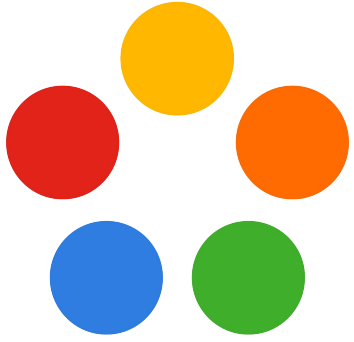
ThinkCERCA Facilitator

Franchesca Warren is a Senior District Success Manager for Georgia. She has spent 23 years working throughout the Southeast as a teacher, literacy coach, district content leader, and Literacy Coordinator before coming to ThinkCERCA.

Contact Me: franchesca@thinkcerca.com

Who is in the room?

- ➔ Introduce yourself.
- ➔ What city/state do you live in?
- ➔ What do you teach?
- ➔ What subject do you teach?
- ➔ What kind of pet do you have?



“Learning results from what the student does and thinks and only what the student does and thinks. The teacher can advance learning only by influencing what the student does to learn.”

~ Herbert A. Simon

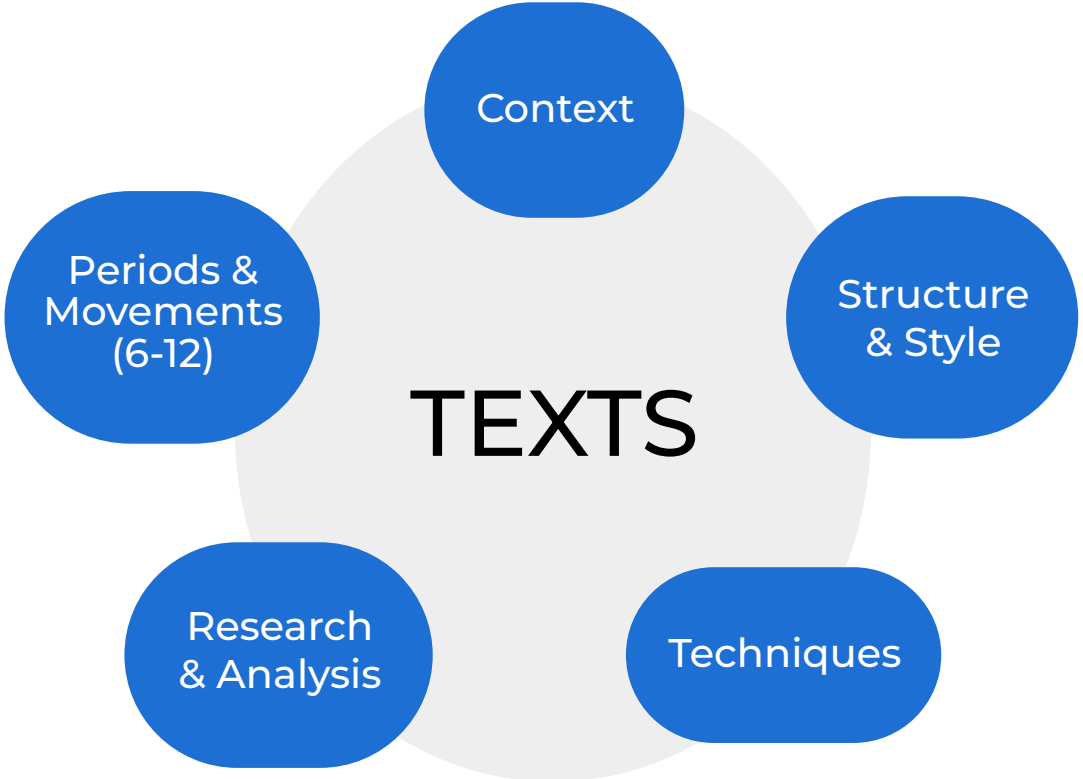
Shifts in Literacy

Students should be content literacy experts.

“Disciplinary Literacy is an advanced form of literacy requiring adolescent readers to have specific background knowledge about how read purposefully, engage in productive dialogue, and write in meaningful ways.”

~ Shanahan and Shanahan

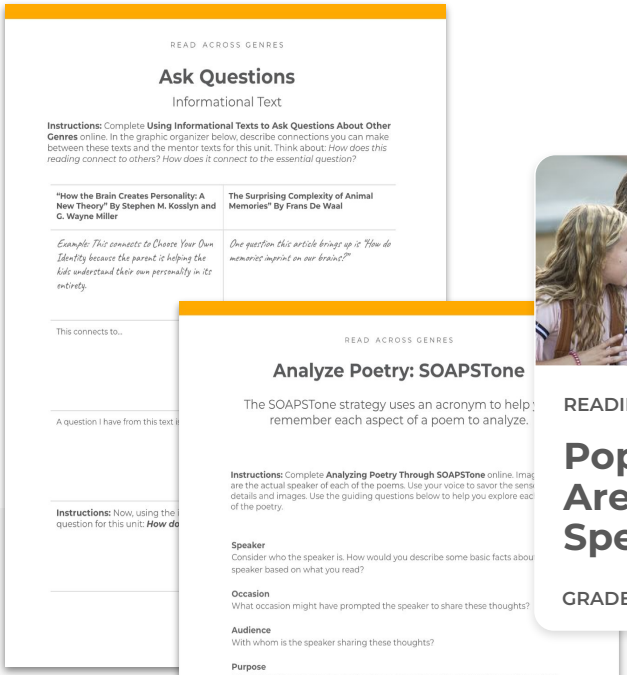
Texts: Big Ideas



Shifts in Literacy

Students should be able to interpret and construct from multiple texts.

Interpreting and Constructing Texts: *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 own personality in its entirety.	*One question this article brings up is "How do memories imprint on our brains?"*

This connects to...

A question I have from this text i

Instructions: Now, using the
question for this unit: ***How do***

READ ACROSS GENRES

Analyze Poetry: SOAPSTone

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

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

Speaker
Consider who the speaker is. How would you describe some basic facts abou
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?

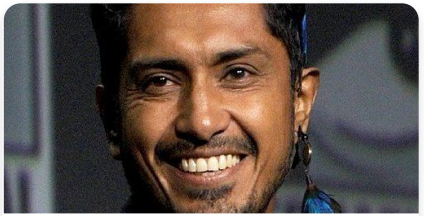
Tone
As you practiced saying the poem out loud, what tone, or attitude toward the subject, did you imagine the speaker using at various parts of the poem? How does the speaker's tone change from one section to the next? What does that change in tone sound like?



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

Shifts in Literacy

Students should be content literacy writers.

Text Techniques: Practicing Techniques



MODULE 2

Write to Impress

Use Case Pronouns

In "Fish Cheeks," author Amy Tan writes about her own experiences using the personal pronoun, **I**, to indicate that the story is narrated from her own memory and point of view.

Read the passage:

After everyone had gone, **my** mother said to **me**, "**You** want to be the same as American girls on the outside." **She** handed **me** an early gift. **It** was a miniskirt in beige tweed. "But inside **you** must always be Chinese. **You** must be proud **you** are different. **Your** only shame is to have shame."

Case Pronouns: Objective, Subjective, Possessive

Instructions: Review the Direct Instruction **Pronouns.** Experiment with writing sentences responding to the prompt, using the case pronouns below to vary your sentences.

Writing Prompt: *What specific kinds of imagery does the author use to communicate the tension that the narrator feels about her cultural identity?*

Subjective pronouns are used as subjects of the sentences. I, we, you, he, she, it, they, who	*Example: The narrator feels tension about celebrating a Chinese Christmas when she visually describes the holiday dinner menu as "appalling mounds of raw food."*
Objective pronouns are used as the objects of verbs or prepositions: me, us, you, him, her, it, them, whom	
Possessive pronouns express ownership. my, mine, your, their, our, whose	

For more case pronoun practice, click here to access Quill's lessons.

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MODULE 1

Sharpen Your Sentences

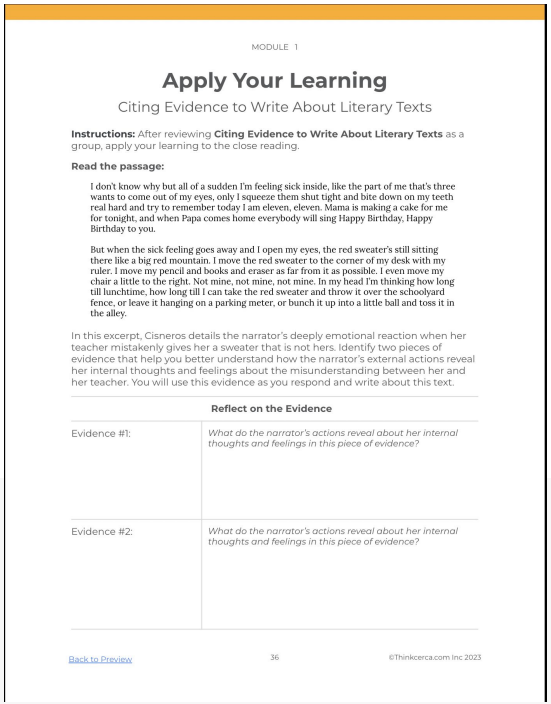
Expand the Sentence

In the story, the narrator describes her inner frustration with her teacher. Practice expanding on these descriptions in your own writing.

Instructions: Expand the sentence by adding a *but, because,* and *so* statement. You can incorporate these sentences into your analysis when you write your one-paragraph CERCA. As you write, you can always apply the *but, because, so* technique to expand your sentences.

In the story, the narrator describes her inner frustration with her teacher,	but
In the story, the narrator describes her inner frustration with her teacher	because
In the story, the narrator describes her inner frustration with her teacher,	so

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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.

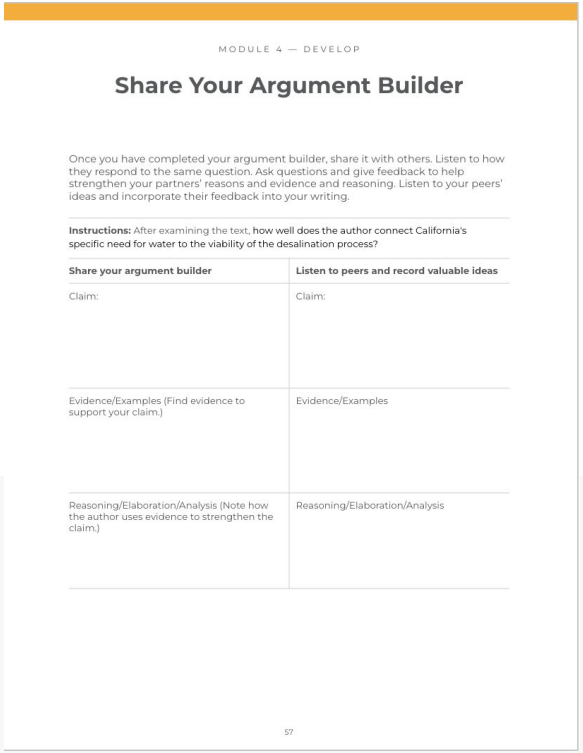
But when the sick feeling goes away and I open my eyes, the red sweater's still sitting there like a big red mountain. I move the red sweater to the corner of my desk with my ruler. I move my pencil and books and eraser as far from it as possible. I even move my chair a little to the right. Not mine, 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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Text Techniques: Planning to Writing from Texts



MODULE 4 — DEVELOP

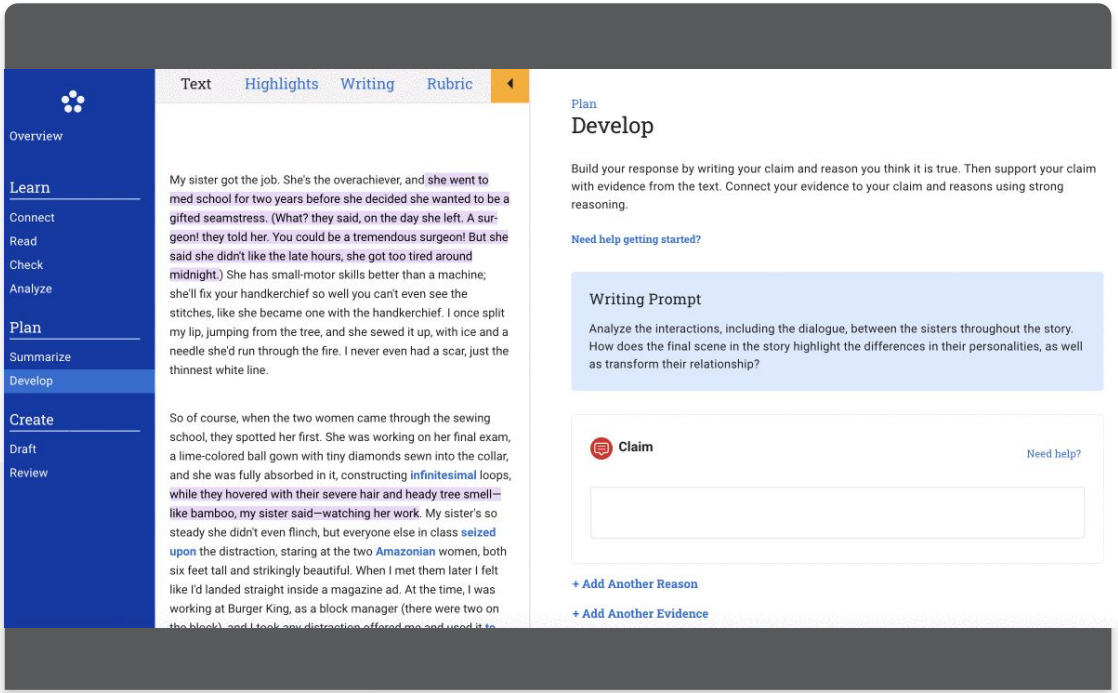
Share Your Argument Builder

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.

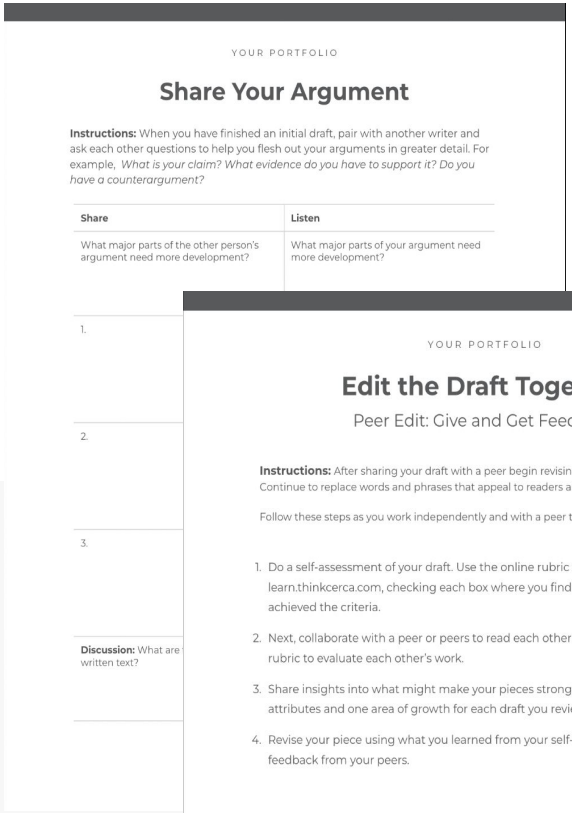
Instructions: After examining the text, how well does the author connect California's specific need for water to the viability of the desalination process?

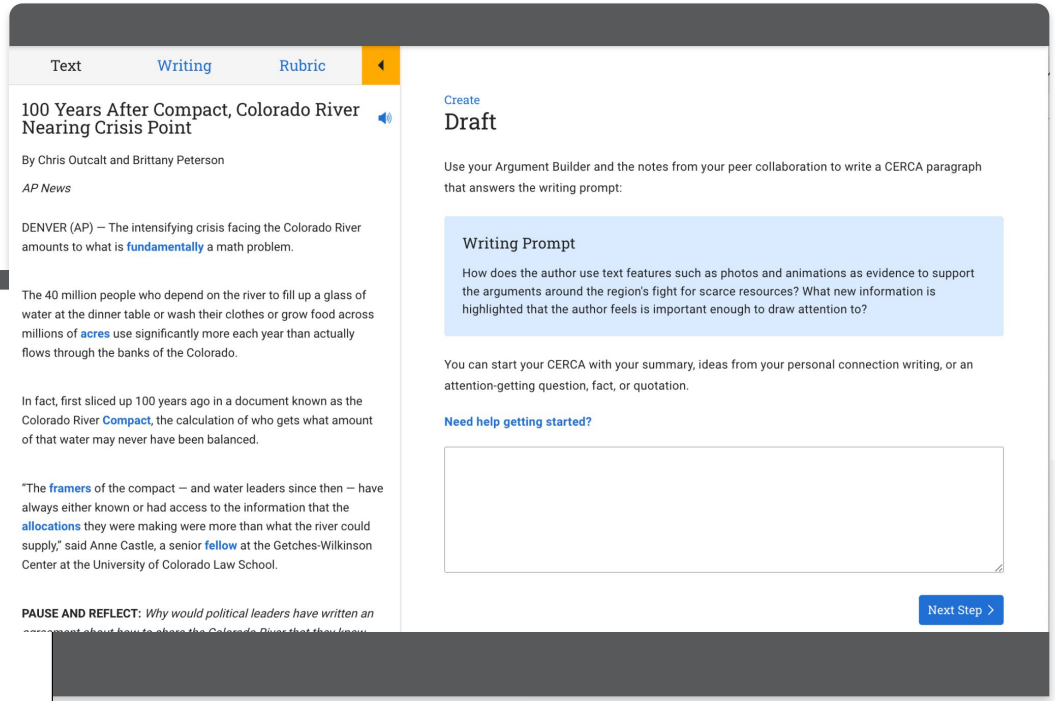
Share your argument builder	Listen to peers and record valuable ideas
Claim:	Claim:
Evidence/Examples (Find evidence to support your claim.)	Evidence/Examples
Reasoning/Elaboration/Analysis (Note how the author uses evidence to strengthen the claim.)	Reasoning/Elaboration/Analysis

57

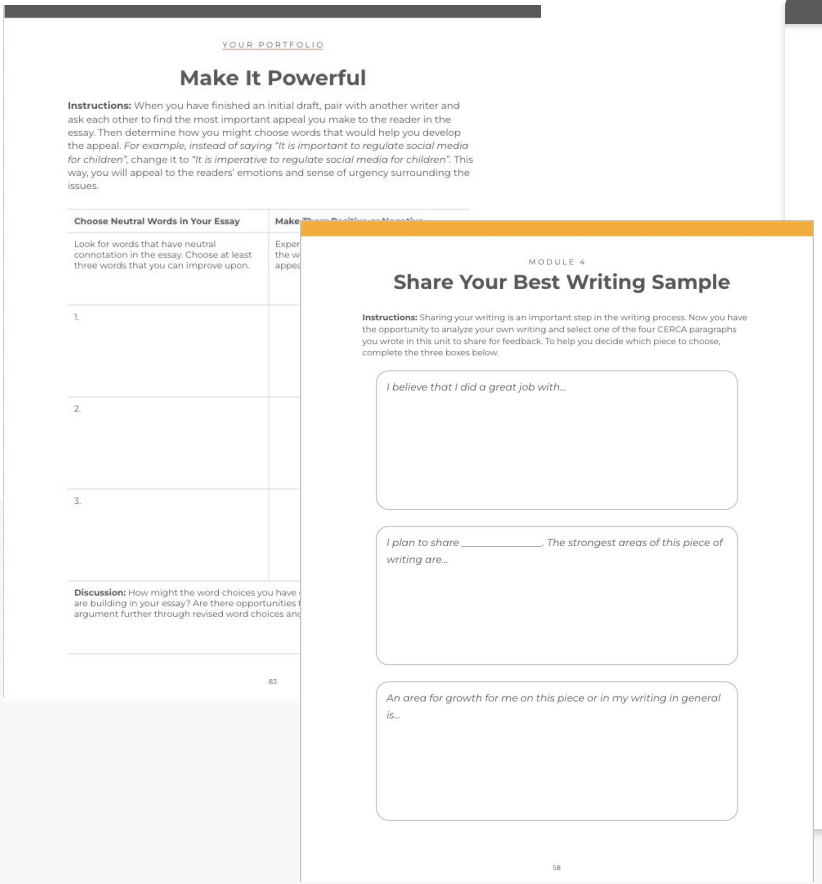


Text Techniques: Planning to Drafting from Texts





Text Techniques: Planning to *Reviewing Your Writing*



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 saying "It is important to regulate social media for children", change it to "It is imperative to regulate social media for children".* This way, you will appeal to the readers' emotions and sense of urgency surrounding the issues.

Choose Neutral Words in Your Essay	Make
Look for words that have neutral connotation in the essay. Choose at least three words that you can improve upon.	Exper... the w... appe...
1.	
2.	
3.	

Discussion: How might the word choices you have ... are building in your essay? Are there opportunities ... argument further through revised word choices an...

83

MODULE 4

Share Your Best Writing Sample

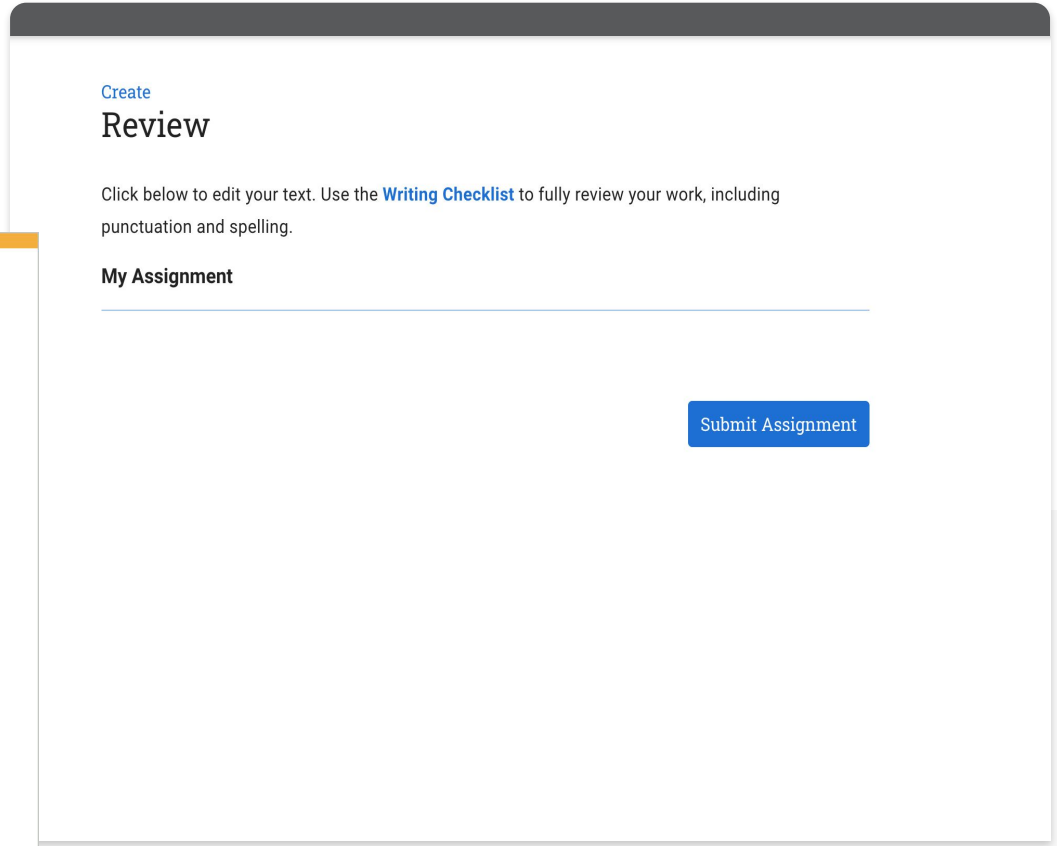
Instructions: Sharing your writing is an important step in the writing process. Now you have the opportunity to analyze your own writing and select one of the four CERCA paragraphs you wrote in this unit to share for feedback. To help you decide which piece to choose, complete the three boxes below.

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

Pause and Reflect:

What are the struggles with working with text techniques students will have?

Shifts in Literacy

Students need consistent practice.

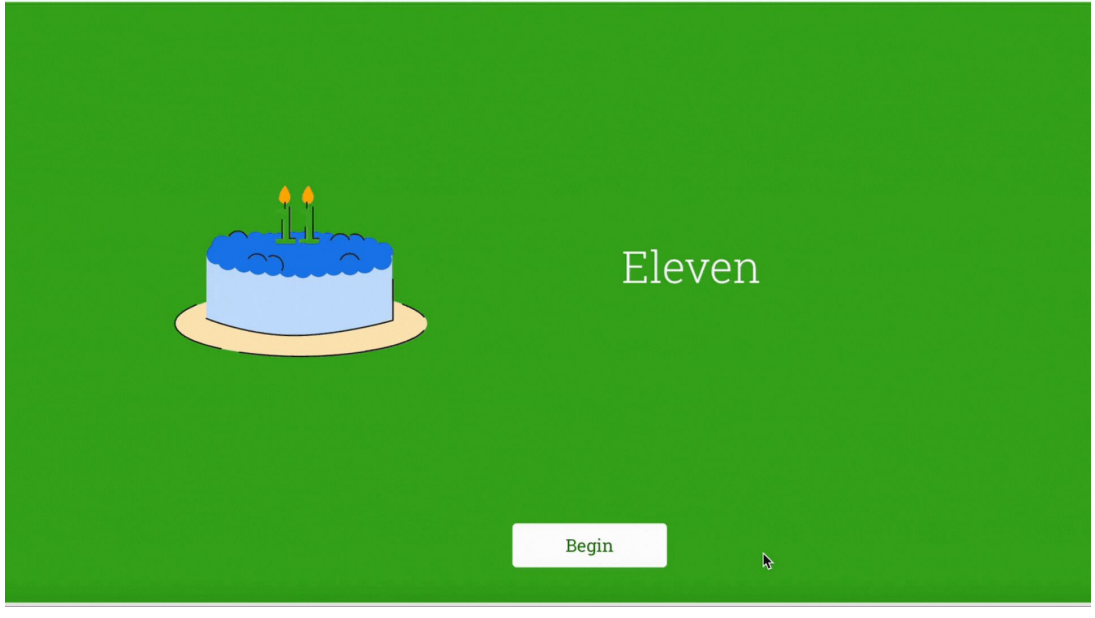
The practices should be so hard and consistent that the games are easy.

How do we focus on making sure we integrate interventions in CORE ELAR?

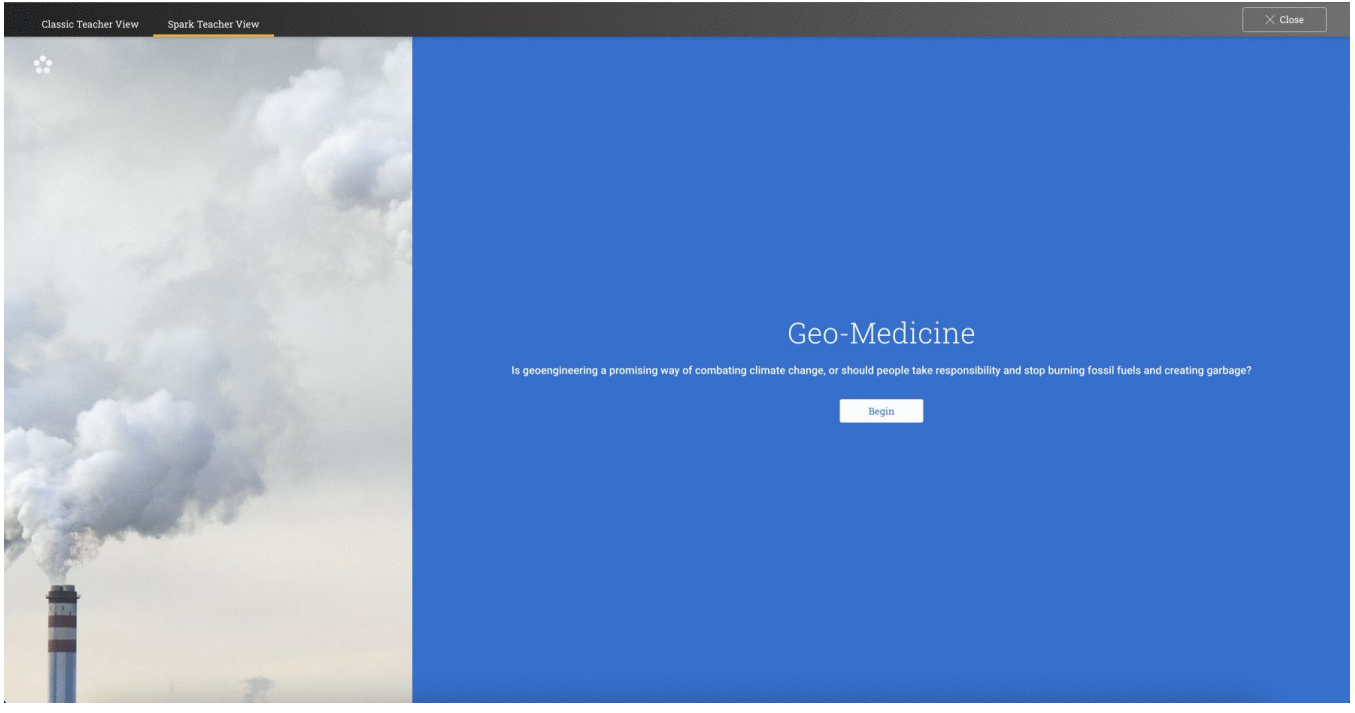


Pre-teach

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

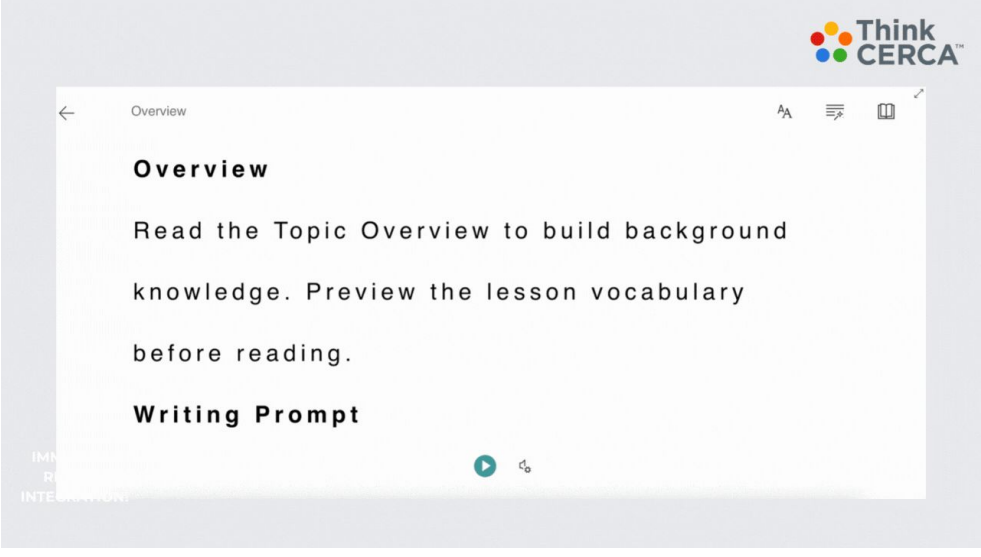


Independent, Leveled Reading Practice

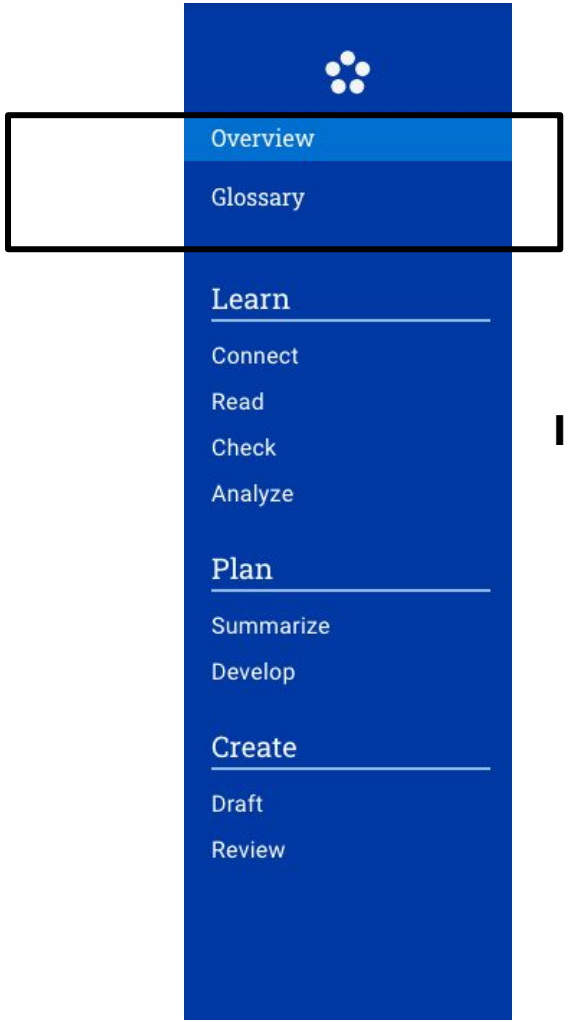


Enable Access: Technology-Enabled Content

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



Overview & Glossary

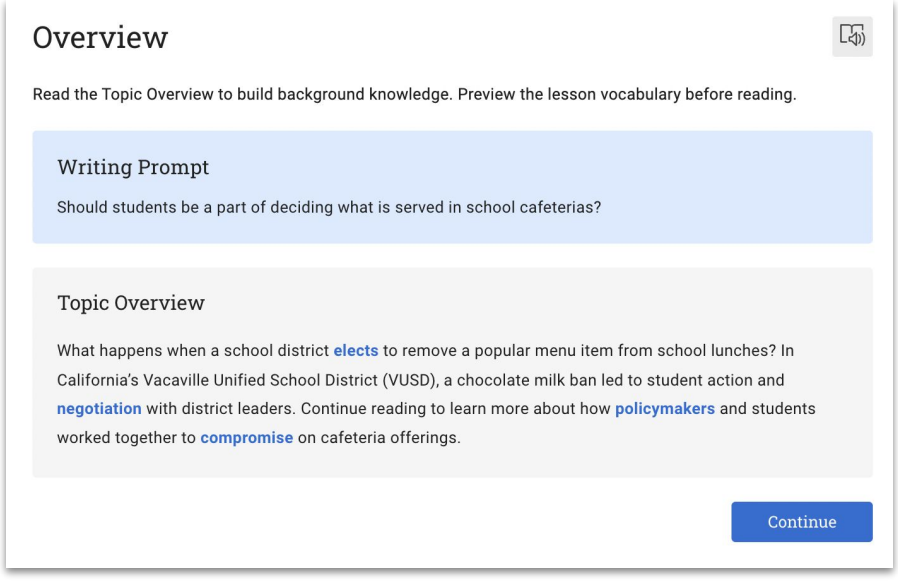


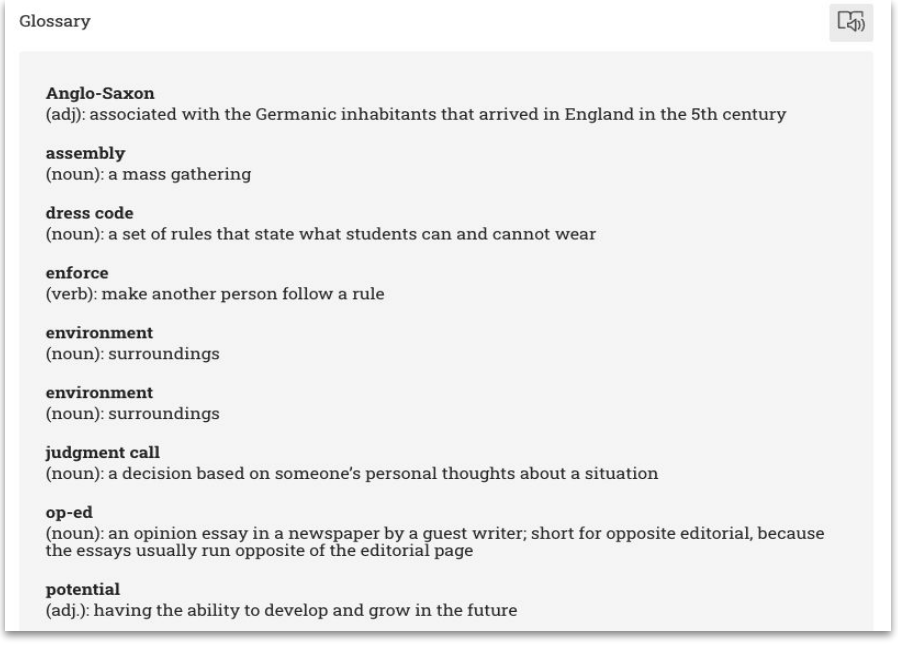
Interventions/Support

- Front-loading difficult vocabulary for the class prior to reading
- Introduce CERCA question with different leveled questions for language acquisition

Overview and Glossary

Students access and build background knowledge through an introduction to the modules topic and target vocabulary, as well as previewing the writing prompt.

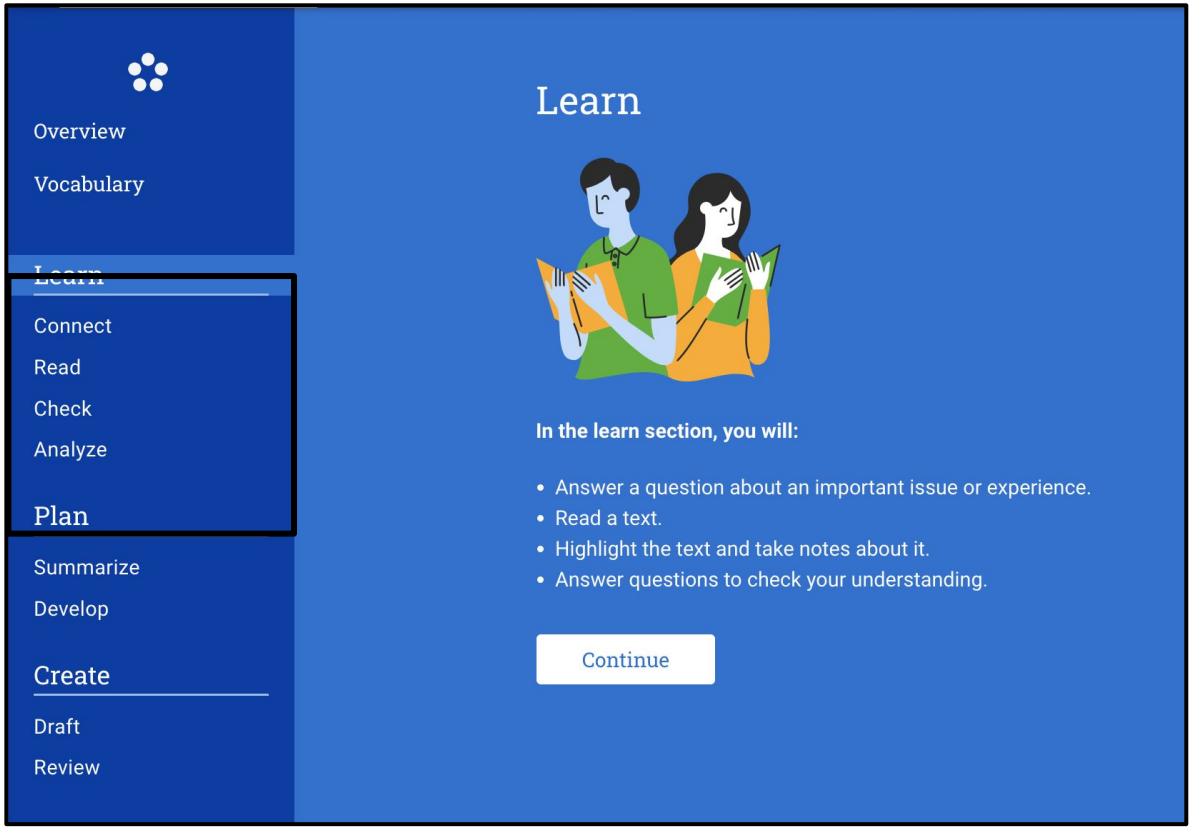




Pause and Reflect:

How can this intervention help students build the background knowledge to engage in the content?

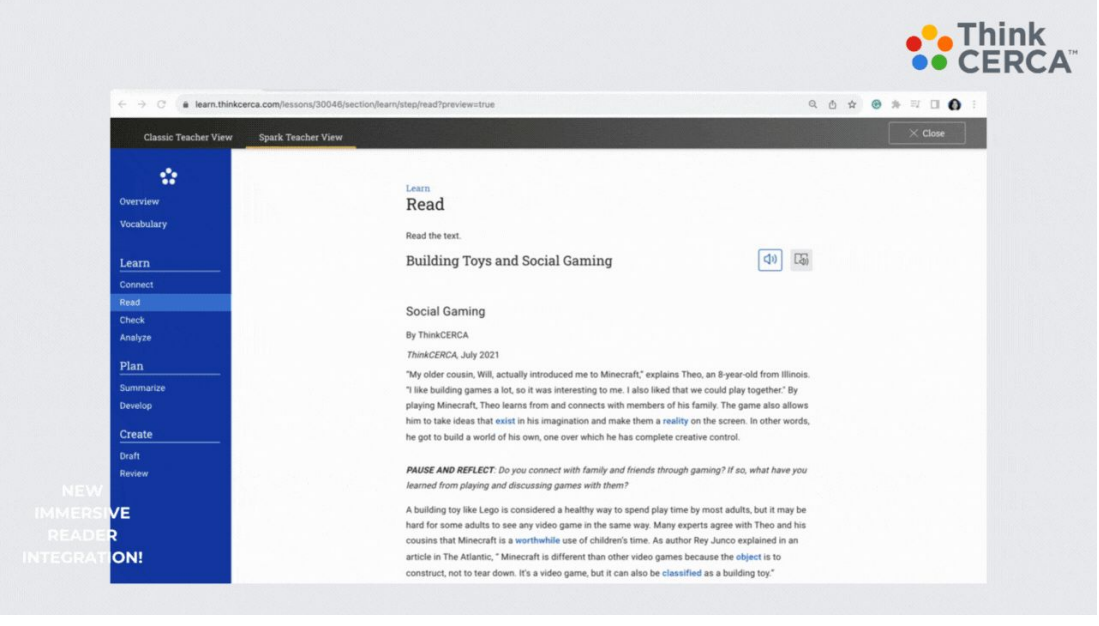
LEARN SECTION



Differentiation and Pacing with ThinkCERCA

Immersive Reader Integration

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

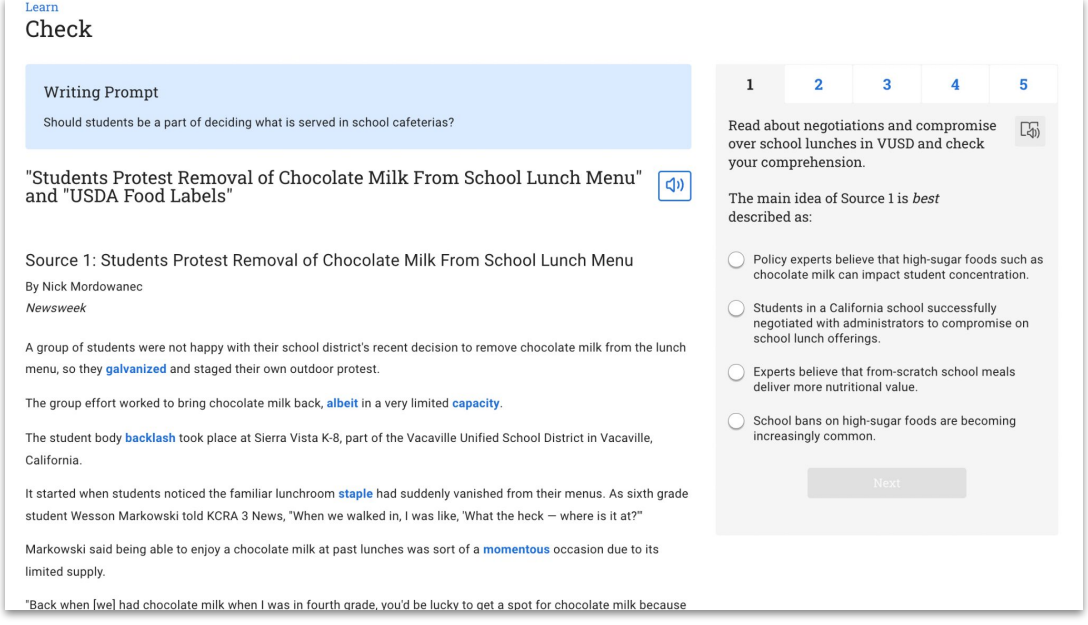


Learn: Read and Check

Students have a first opportunity to read the text(s) and answer multiple-choice questions to monitor their comprehension. .

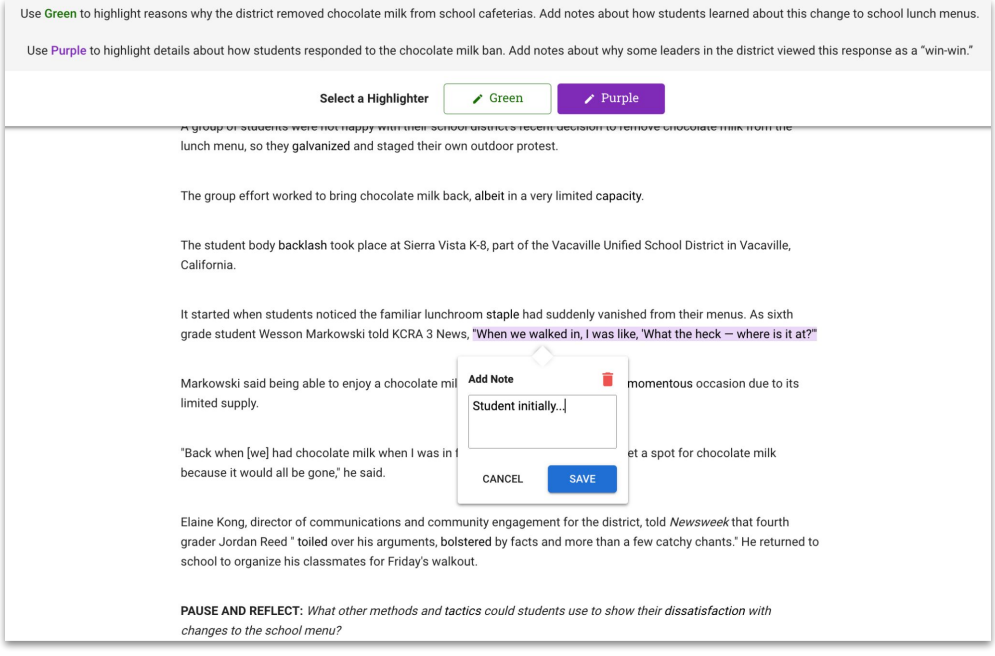
Interventions/Support:

- Conduct a think aloud to model close reading
- Provide in-text vocabulary definitions
- Provide audio support
- Immersive Reader

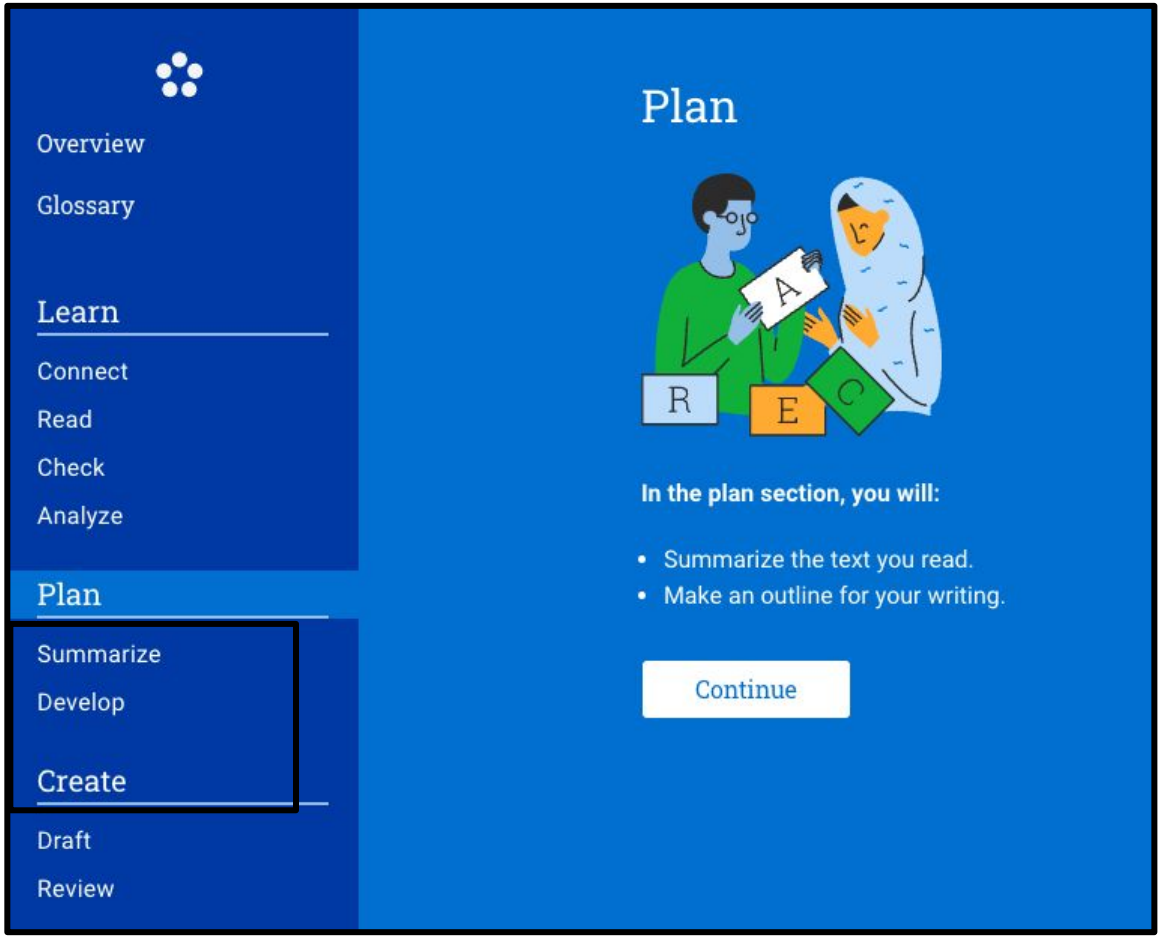


Learn: Analyze

Annotate the text to find evidence before writing.

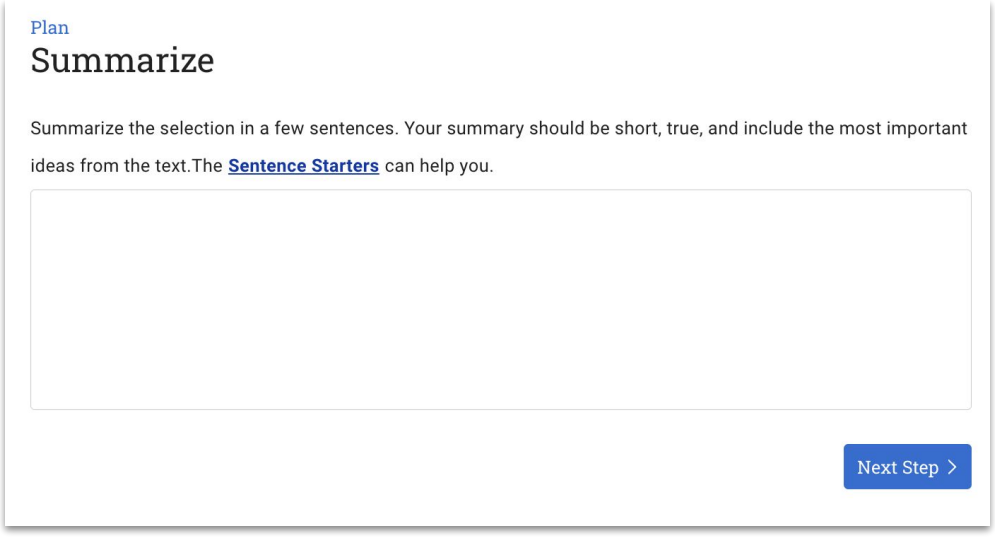


Plan SECTION



Plan: Summarize

Students write summaries of the texts they've read.

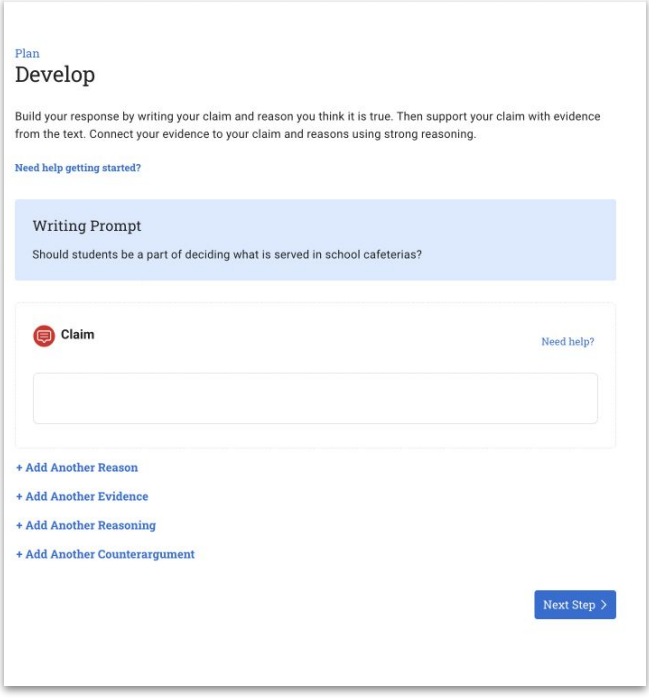


Interventions/Support:

- Provide sentence stems for a student struggling to start their writing

Plan: Develop

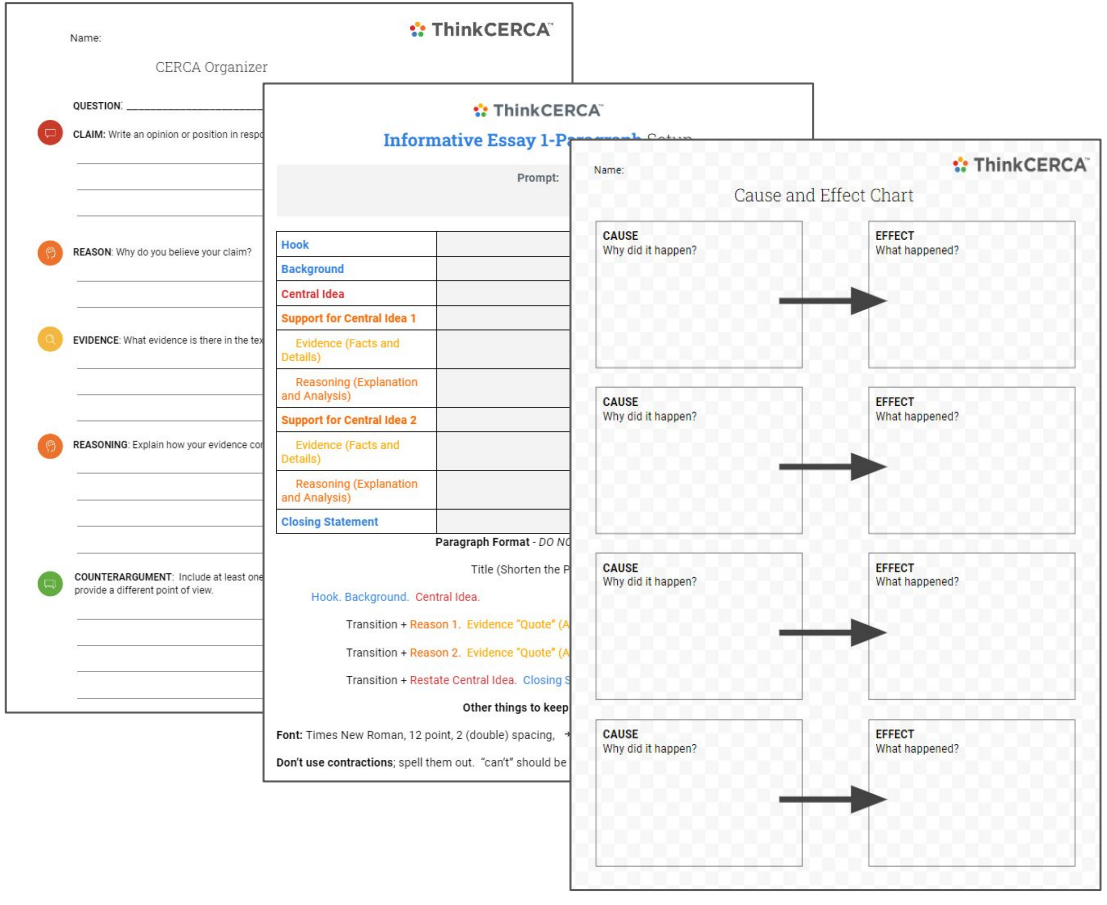
Students use the interactive CERCA graphic organizer to build their piece of writing.



Scaffolds:

- Provide graphic organizer for writing organization
- Assign a specific focus for the CERCA process

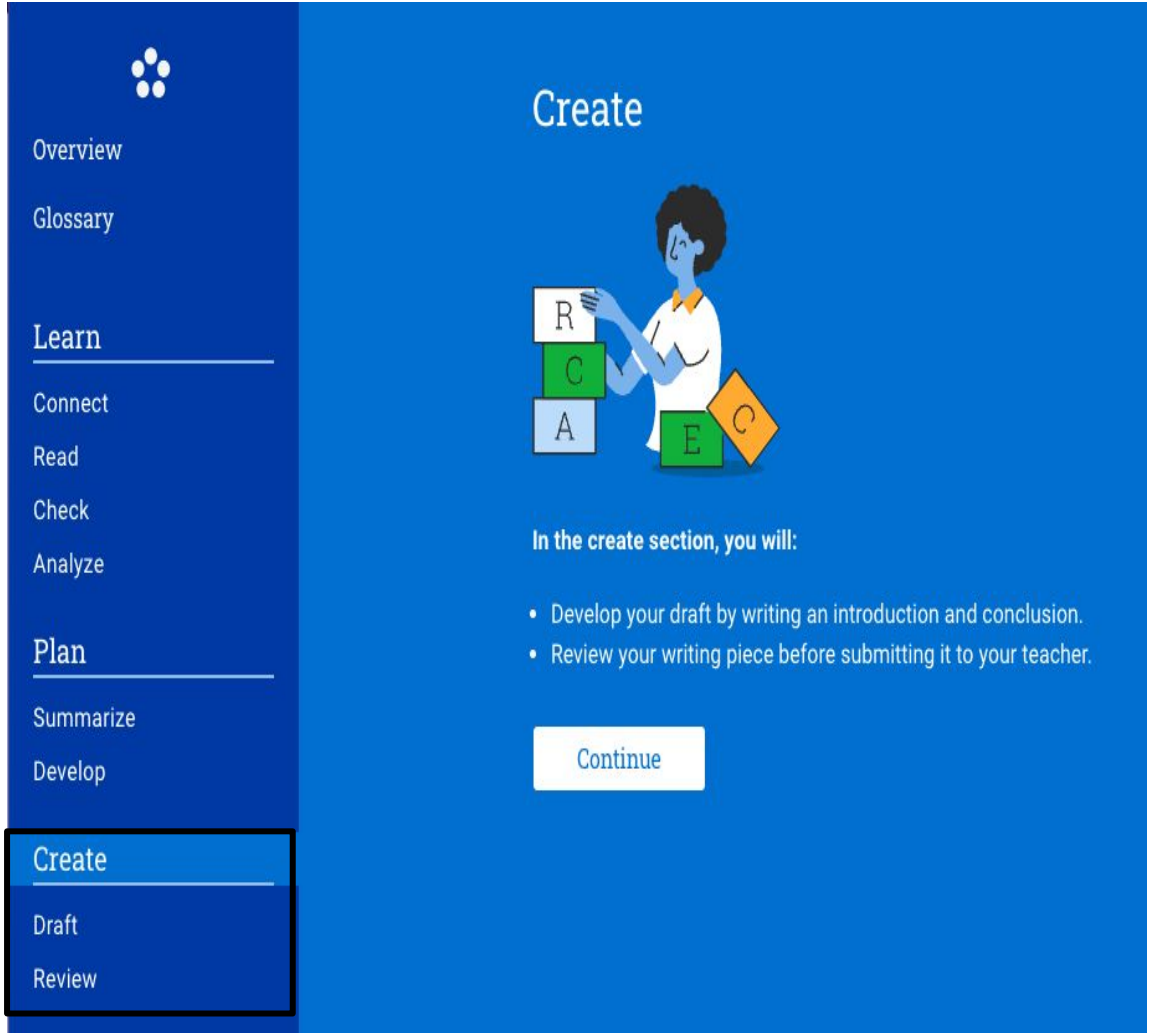
Graphic Organizers



Teach students to use graphic organizers to:

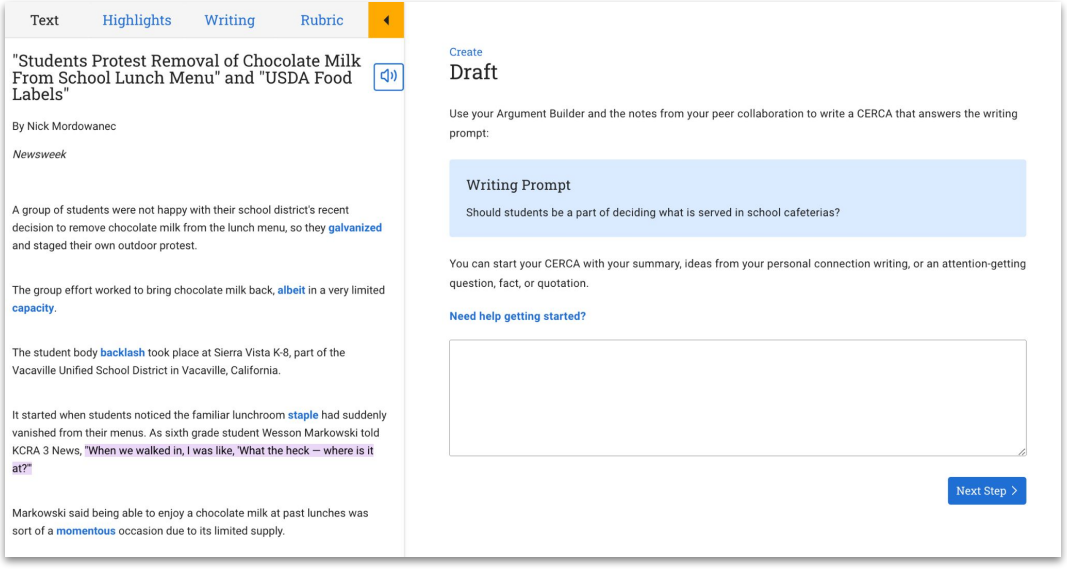
- Take notes
- Support understanding of text
- Plan writing
- Examine relationships
- Compare and contrast
- Pull-out main ideas and details

Create SECTION



Create: Draft and Review

Students put their arguments together into a formal piece of writing. For nonfiction writing, they ensure the piece has an introduction, body, and conclusion.



Scaffolds:

- Utilize peer feedback and metacognition



Action Plan

Thank you!

We want your Feedback!

Session: Best Practices: Student Engagement Strategies
Session Facilitators: Franchesca Warren or Sherelle Minter

ThinkCERCA Feedback Survey
https://survey.hsforms.com/1n_zTeWPLS4Gsi_bQ2v3Gxg1gcoe

Next Steps

- ➔ What is your plan for **success** in **reading and writing**?
- ➔ Have you identified **students** who need more intervention?
- ➔ What **next steps** will you take?



Franchesca Warren

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ThinkCERCA Facilitator

Franchesca Warren is a Senior District Success Manager for Georgia. She has spent 23 years working throughout the Southeast as a teacher, literacy coach, district content leader, and Literacy Coordinator before coming to ThinkCERCA.

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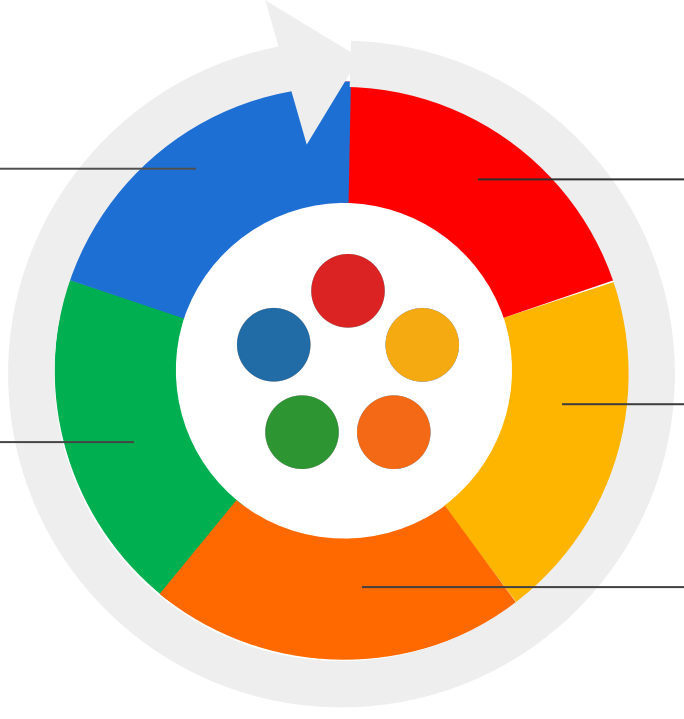
How Do We Support Versus Supplant Grade Level Literacy Access?

Celebrate Growth

Celebrate student Growth Goals and Progress!

Provide Additional Support

Provide additional support 1:1, in groups, or to the entire class



Assessments

Use assessments to determine student growth focus.

Tier 1 & 2 Literacy Supports

Provide access to scaffolds to frontload vocabulary and build skills and background knowledge, provide direct instruction in skills.

Tier 1 Instruction in Content Areas

Provide access to Tier 1 writing instruction for all grade levels in ELA, Social Studies, Science, and Math.

Sample Routines

(20 Minute Rotations)

A STATION — Vocabulary and Skills Development

B STATION — Overview and Connect

C STATION — Close Reading, Highlighting and Annotation, Summarizing

D STATION — Drafting and Collaboration

E STATION — Editing and Personalized Learning

F STATION — Conferencing/ Make Up

Supported by ThinkCERCA Resources

Online Application | **Printable Student Guide**

Routines Enable Simplicity

(20 Minute Rotations)



Scaffolding Vocabulary

English Language Support



Centering Multilingual Student Language



Self-pacing & Student Choice



Conferencing/Peer Collaboration



Conferencing and Differentiated Skills Practice



Conferencing/ Make Up

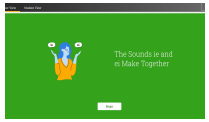
Supported by ThinkCERCA Resources

Online Application **Printable Student Guide**

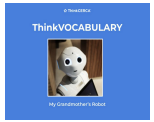
Resources to Support Routines



CERCA Sounds



Skills Practice



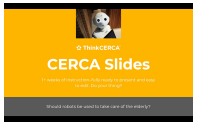
Visual Vocabulary



Reading Practice



Direct Instruction (DI)





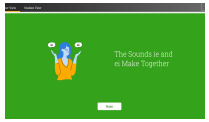
CERCA Slides and Student Guides

Friday	Monday	Tuesday	Wednesday	Thursday	Friday
Frontloading	**Frontloading**	**Topic Overview and Connect**	**Reading**	**Comprehension Check**	**Highlighting and Annotation**
Foundational Reading Instruction Additional Reading Practice w/audio Support	Visual Vocabulary and Direct Instruction	Build scheme with peers	Audio Support In-text vocabulary Pause and Reflect with Peers	Collaborate with Peers Assessment for Learning Redo	Evidence-based reading Discipline-Specific Critical Thinking.

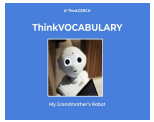
Resources to Support Routines



CERCA Sounds



Skills Practice



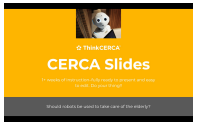
Visual Vocabulary



Reading Practice



Direct Instruction (DI)





CERCA Slides and Student Guides

Friday	Monday	Tuesday	Wednesday	Thursday	Friday
Summarizing	**Drafting and Discussion**	**Conferencing**	**Frontloading**	**Frontloading**	**Highlighting and Annotation**
Writing to Learn	Critical Thinking Socratic Discussion Spontaneous Academic Debate	Build schema with peers	Foundational Reading Instruction Additional Reading Practice w/audio Support	Visual Vocabulary and Direct Instruction	Evidence-based reading Discipline-Specific Critical Thinking.

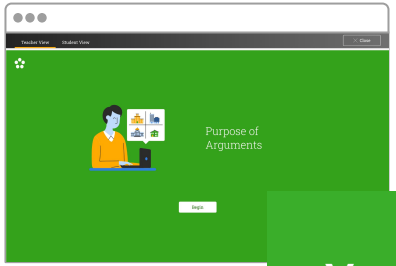


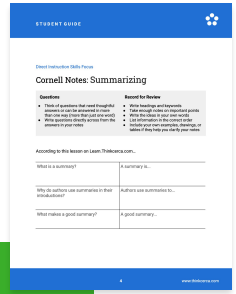
A
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DIRECT INSTRUCTION

Vocabulary and Skill Development

Work on discipline-specific vocabulary acquisition and foundational literacy.





Executive Skills, Vocabulary, Disciplinary Language



Literacy Must Moment:
Think-Pair-Share

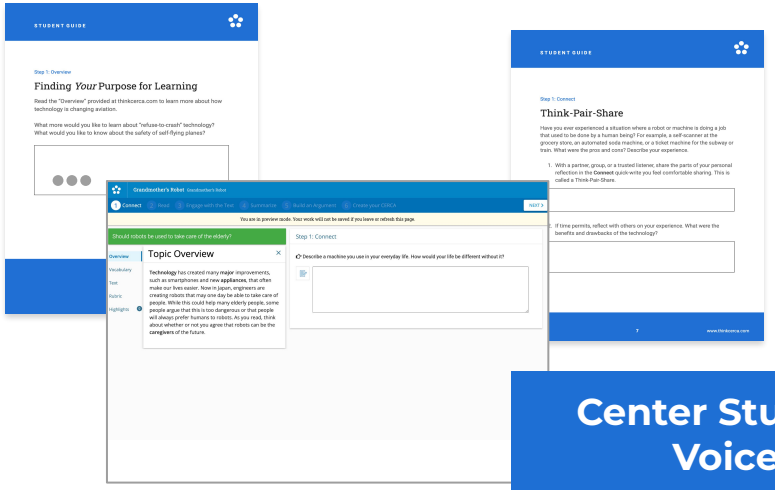


B
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STEP 1

Overview and Connect

Ask questions, retrieve background knowledge, and make personal connections.



Center Student Voice



C
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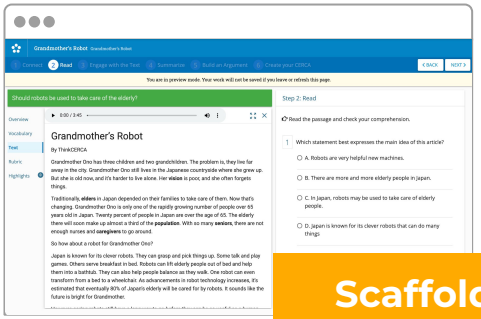
Literacy Must Moment:
Paired Highlighting + Summarizing

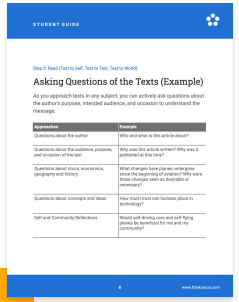


STEPS 2, 3, & 4

Close Reading

Engage in close reading of the text, using audio and in-text vocabulary. Answer comprehension check questions. Highlight and annotate on a second reading. Summarize the text.





Scaffolded, Grade Level Access



Literacy Must Moment:
Paired Argument Building

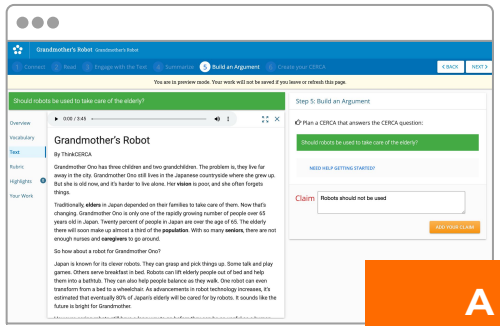


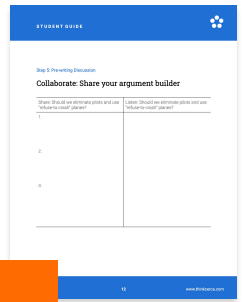
D
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STEP 5

Drafting and Collaboration

Develop speaking and listening skills, and support each other in writing skills.

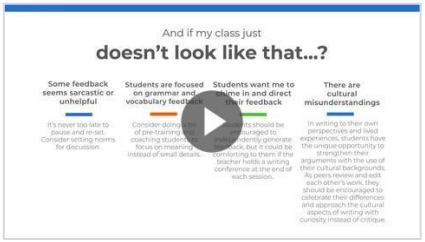




A Pedagogy of Confidence



Literacy Must Moment:
Peer Editing

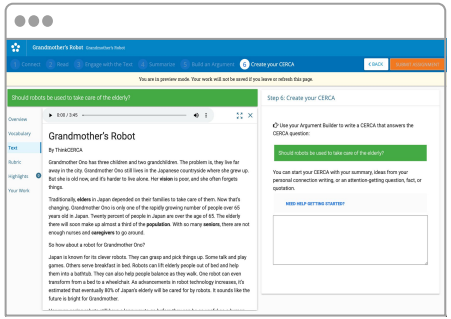


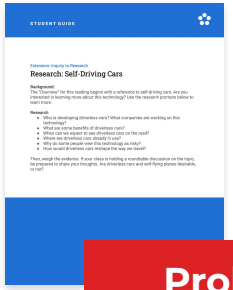
E
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STEP 6

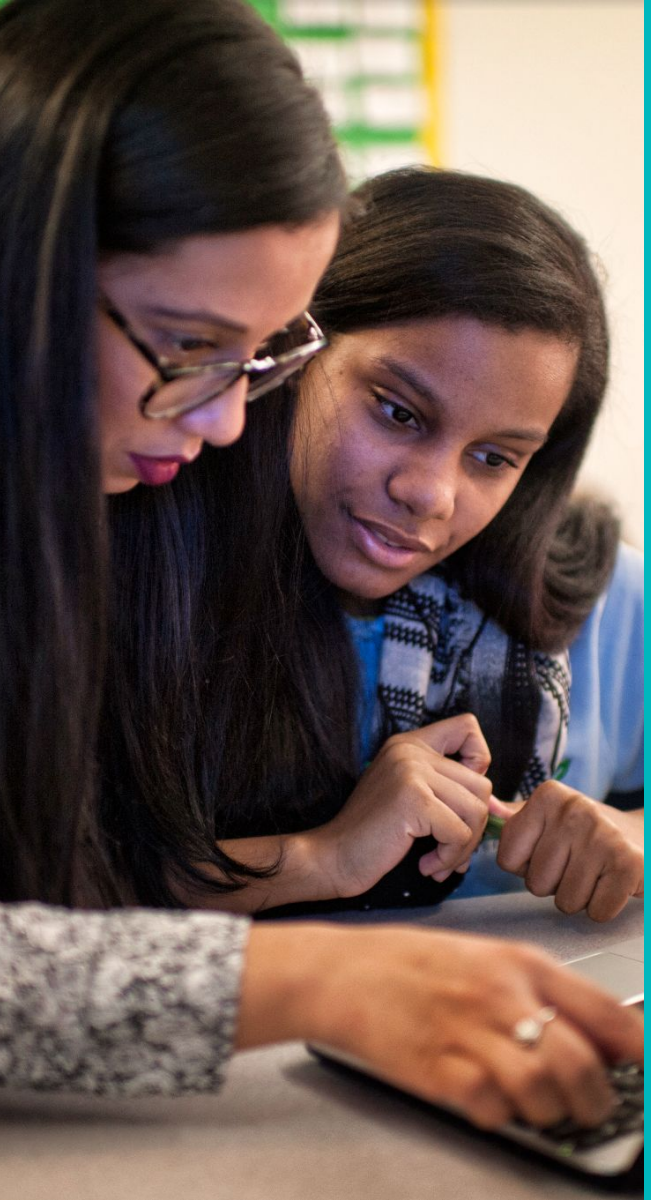
Editing and Personalized Learning

Give feedback during class, as students are writing, revising, and editing.





Problem-solving, Analytical Thinking



Literacy Must Moment:
Small Group Instruction

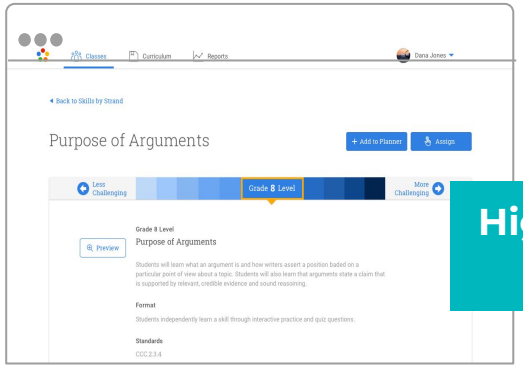


F
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DURING STEPS 5 & 6

Conferencing

Use 1:1 and small group time with a teacher for additional support.



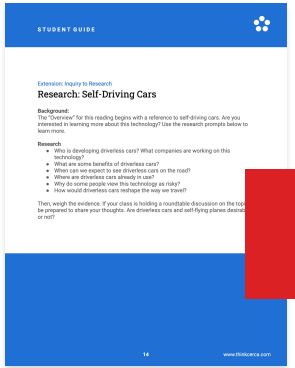
High Expectations Feedback



G
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Independent Literacy Exploration

Engage in self-paced learning and targeted skill development, independent volume reading, and catch-up.


STUDENT GUIDE

Extension: Inquiry to Research

Research: Self-Driving Cars

Background:
The "Overview" for this reading begins with a reference to self-driving cars. Are you interested in learning more about this technology? Use the research prompts below to learn more.

Research:
- Who is developing driverless cars? What companies are working on this technology?
- What are some benefits of driverless cars?
- When can we expect to see driverless cars on the road?
- Where are driverless cars already in use?
- Why do some people view this technology as risky?
- How would driverless cars reshape the way we travel?

Then, weigh the evidence. If your class is holding a roundtable discussion on the top
be prepared to share your thoughts. Are driverless cars and self-flying planes desirab
or not?

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Q&A

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