

Visual Teacher's Guide

What does a day and a week look like?

DIRECT INSTRUCTION AND SKILLS

Session 1: The Rhetorical Situation

Purpose: Students complete reading practice to build background knowledge. Then they will complete **Direct Instruction**, which they will use to analyze a reading and practice writing later.

Time: ~40 min



Delivery: Synchronous preferred.
See notes below.

In This Session

1. Teacher introduces the set of lessons.
2. Students read and complete assessments (Online)
3. Students complete **Direct Instruction** (Online)
4. Students complete **Skills Lesson** (Online)

In This Session



The Rhetorical Situation



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DIRECT INSTRUCTION AND SKILLS

Session 2: Claims and Evidence

Purpose: Students complete reading practice to build background knowledge. Then they will complete **Direct Instruction**, which they will use to analyze a reading and practice writing later.

Time: ~40 min



Delivery: Synchronous preferred.
See notes below.

In This Session

1. Teacher introduces the set of lessons.
2. Students read and complete assessments (Online)
3. Students complete **Direct Instruction** (Online)
4. Students complete **Skills Lesson** (Online)

In This Session



Claims and Evidence



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CLOSE READING AND WRITING

Session 3: Overview and Connect

Purpose: Students read the **Overview** to build background knowledge. In **Connect**, they make personal connections to key themes in the lesson, helping them find their purpose for learning.

Time: ~20 min



Delivery: Synchronous preferred.
See notes below.

In This Session

1. Teacher introduces the lesson
2. Students read the **Overview** (Online)
3. Students complete **Connect** (Online)
4. Students complete **Share Your Personal Connection** reflection (Student Guide)

In This Session



The Economic Case for Letting Teenagers Sleep a Little Later



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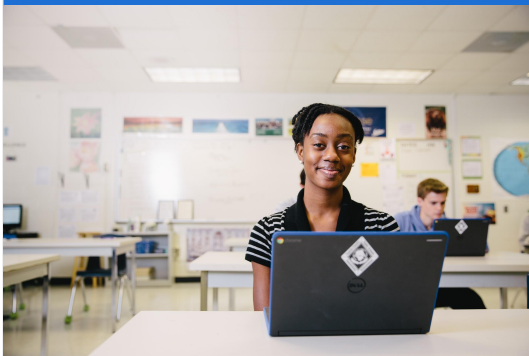
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CLOSE READING AND WRITING

Session 4: Read, Check, Analyze, and Summarize

Purpose: Students encounter the **CERCA question**. They **Read** closely and **Check** their comprehension. Then they **Analyze** and **Summarize** the text to think critically and deepen learning.

Time: ~20-40 min



Delivery: Primarily asynchronous.
See notes below.

In This Session

1. Teacher previews the reading
2. Students **Read** the selection (Online)
3. Students review **Pause and Reflect** (Online) and complete **Share Your Reflections** (SG)
4. Students complete the **Check** section (Online)
5. Students complete **Analyze** (Online and SG)
6. Students complete **Summarize** (Online and SG)

In This Session



The Economic Case for Letting Teenagers Sleep a Little Later



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CLOSE READING AND WRITING

Session 5: Develop / Build Your Argument

Purpose: In the **Develop / Build Your Argument** step, students review the CERCA question and build an argument using evidence from the reading. Discussion clarifies thinking and improves support and organization.

Time: ~40 min



Delivery: Synchronous or asynchronous. See notes below.

In This Session

1. Teacher introduces the session
2. Students complete **Develop / Build Your Argument** step (Online)
3. Students complete **Share Your Argument Builder** (SG)

In This Session



The Economic Case for Letting Teenagers Sleep a Little Later



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CLOSE READING AND WRITING

Session 6: Draft and Review

Purpose: Students pull their work from the previous step into a **Draft**, adding an introduction and conclusion to complete their writing. Peer Editing and teacher feedback help with revision.

Time: ~60 min



Delivery: Synchronous or asynchronous. See notes below.

In This Session

1. Teacher introduces the session
2. Students complete **Draft** step (Online)
3. Students **Review** draft using writing checklist (online)
4. Students collaborate through **Peer Editing Activity** (SG)
5. Students revise using feedback received (Online)
6. Students **Reflect on Writing** (SG)

In This Session



The Economic Case for Letting Teenagers Sleep a Little Later



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CLOSE READING AND WRITING

Share Feedback

Feedback from teachers has a positive impact on student growth. Opportunities for providing feedback abound within ThinkCERCA routines and on the platform.

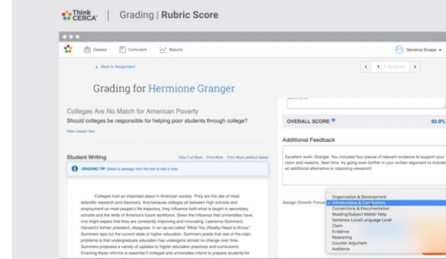
Time: varies



Ways to Do It

1. Use student self-assessment tool (writing checklist) to inform conferencing
2. Circulate during drafting to share feedback
3. Use our Quickscore tools, providing growth focus
4. Assign Skills Lesson for additional targeted skill development

In the App



Praise the positive and use our Growth Focus Tool to personalize learning. [This video shows you how.](#)

Want to Learn more?

[Read our Implementation Guide](#)

[Find More CERCA Slides](#)

Curriculum Planning

See Curriculum Integration Models here.

[Open Editable Slides](#)

Flexible and Resilient Routines

See daily/weekly routine samples and schedules w/PD on demand.

[Open Editable Slides](#)

Goal-Setting and Community Building

See smart goal tools and community building resources here.

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