



 ThinkCERCA™

# CERCA Slides

1+ weeks of instruction–ready to present and easy to edit. Do your thing!

Which graph best shows the survey data?

# CERCA Slides are...

Research-based practices that lead to accelerated reading and writing growth.



## Teacher's Guide

A guide for you to understand how to best use this resource.

*(yellow slides)*

[GO](#)



## Online Lessons

A set of lessons students enjoy on learn.thinkcerca.com platform.

[GO](#)



## Student Guide

A guide for note-taking, discussion, collaboration, and extension activities.

[GO](#)



## Class Presentation

A student-facing presentation you can edit for a hybrid, fully online, or fully in-person class.

*(blue slides)*

[GO](#)

# Favorite Fruits in 3rd grade — Lesson Overview

## What Is a Math Argument?

## Favorite Fruits in 3rd grade

SKILLS FOCUS	CLOSE READING AND WRITING LESSON			
SESSION 1 40 minutes	SESSION 2 40 minutes	SESSION 3 40 -80 minutes	SESSION 4 40-80 minutes	SESSION 5 60 minutes
Direct instruction Lesson	Overview and Connect	Read, Check, Analyze and Summarize	Develop / Build	Draft and Review / Create
Build Your Vocabulary Cornell Notes	Find Your Purpose for Learning Share Your Personal Connection	Share Your Reflections Test Prep Strategy Highlight and Annotate Write a Summary	Share Your Argument Builder	Peer Editing Activity Writing Reflection Optional Extensions



**ThinkCERCA Platform**  
(Online)



**ThinkCERCA Student Guide Tools**  
(Off-app, optional)

# What will students know, understand, and be able to do through this lesson?

## Knowledge

Graphs can be used to describe real world situations; bar graphs compare two or more quantities

## Understanding

Frequency is the number of times the same item exists in a group; bar graphs are often used when looking at whole number quantities

## Skills

Defend graphical representations of real world situations; explain graphical situations



[What Is a Math Argument?](#)



[Close Reading & Writing: Favorite Fruits in 3rd grade](#)

# What standards will this lesson help students practice?

## CCSS

CCSS.PRACTICE.MP3; CCSS.CONTENT.3.MD.B.3;  
CCSS.PRACTICE.MP2; CCSS.PRACTICE.MP4

## TEKS

TEKS.MATH.3.8(A); TEKS.MATH.3.1(B);  
TEKS.MATH.3.1(E); TEKS.MATH.3.1(F)

## BEST

BEST.MA.3.DP.1.1; BEST.MA.K12.MTR.1.1;  
BEST.MA.K12.MTR.2.1; BEST.MA.K12.MTR.6.1

## BLOOM

BLOOM.2.1; BLOOM.2.4; BLOOM.2.5

## CASEL Framework

NA

## Learning for Justice Social Justice Standards

NA





# Favorite Fruits in 3rd grade

Which graph best shows the survey data?

# Favorite Fruits in 3rd grade

Which graph best shows the survey data?

Date	Focus/Step	 On ThinkCERCA (Online)	 Student Guide
X/XX	<b>Build Your Vocabulary Direct Instruction</b>	Complete the Direct Instruction lesson and check your comprehension	Build Your Vocabulary Direct Instruction Cornell Notes
X/XX	<b>Overview and Connect</b>	Read the Topic Overview; Write a brief personal reflection in Connect	Find Your Purpose for Learning Share Your Personal Connection
X/XX	<b>Read and Check</b>	Complete a close reading and answer the multiple choice questions	Pause and Reflect Test Prep Strategy (optional)
X/XX	<b>Analyze / Engage with the Text</b>	Analyze / Engage with the Text	Highlight and Annotate
X/XX	<b>Summarize</b>	Summarize the Reading	Write a Summary
X/XX	<b>Develop / Build</b>	Develop your claim, evidence, and reasoning	Collaborate: Share your argument builder
X/XX	<b>Draft and Review / Create</b>	Complete final draft	Peer Editing Activity Reflect on Your Writing
X/XX	<b>Extension Activities</b>		Survey Activity: Classroom Survey (optional) Inquiry to Research (optional)

# Vocabulary Building and Direct Instruction



[learn.thinkcerca.com](https://learn.thinkcerca.com)

1. Complete “What Is a Math Argument?” lesson
2. Check Your Comprehension



[View in ThinkCERCA](https://learn.thinkcerca.com)



**Student Guide**

1. Complete *Build Your Vocabulary*
2. Complete *Cornell Notes: What Is a Math Argument?*



[Open Student Guide](#)

# Frayer Model

- Use the Frayer Model activity to expand your understanding of important vocabulary from the reading.

SKILLS FOCUS

## Build Your Vocabulary: Frayer Model – Graph

The Frayer Model helps you learn vocabulary from different angles.

1. Look for the vocabulary word in the center circle of the graphic organizer below.
2. In the “examples” box, list examples or synonyms of the word.
3. In the “non-examples” box, write non-examples or antonyms.
4. Next, add facts and characteristics about the word.
5. Finally, write your own definition, or look one up!

Frayer Model

Definition ✍	Facts and Characteristics ✍
Examples ✍	Non-examples ✍

Vocabulary Word:  
**GRAPH**


# Cornell Notes: What Is a Math Argument?



Take notes on the Direct Instruction lesson online. Keep in mind the following question: “What is a math argument?”

DIRECT INSTRUCTION GUIDE


## Cornell Notes: Direct Instruction



Watch [the Direct Instruction lesson](https://learn.thinkcerca.com) at [learn.thinkcerca.com](https://learn.thinkcerca.com)

Take notes on the lesson using the organizer below:

What is a summary?	<i>A summary is...</i>
Why do authors use summaries in their introductions?	<i>Authors use summaries to...</i>
What makes a good summary?	<i>A good summary...</i>

 **Think CERCA** [thinkcerca.com](https://thinkcerca.com)

# Overview and Connect



**learn.thinkcerca.com**

1. Read Topic Overview
2. Complete Connect Quick Write



[View in ThinkCERCA](https://learn.thinkcerca.com)



**Student Guide**

1. Complete *Find Your Purpose for Learning*
2. Complete *Share Your Personal Connection*



[Open Student Guide](#)

## OVERVIEW

# Find Your Purpose for Learning



Read the “Topic Overview”



Answer the questions on the page.

## OVERVIEW AND CONNECT

### Find Your Purpose for Learning

**Instructions:** When you have finished reading the Overview for this lesson, answer the following questions in the space below:



What more would you like to learn about why somebody might want to measure the results of a survey? What would you like to know about how a graph can help us understand data more clearly?



Read the [Overview](https://learn.thinkcerca.com) provided at [learn.thinkcerca.com](https://learn.thinkcerca.com)

## CONNECT

# Share Your Personal Connection

-  Follow the instructions on the page to complete the quick writing activity. Then, pair and share with a peer.
-  Reflect on your conversation.

OVERVIEW AND CONNECT

## Share Your Personal Connection

**Instructions:**

- Think:** On your own, think about your experiences related to the topic.
- Pair & Share:** With a partner, group, or a trusted listener, share the parts of your response that you feel comfortable sharing.
- Reflect:** If time permits, reflect on your experience. What ideas did others share that you hadn't considered? How were your ideas alike?



 Complete the **Connect** section for this selection at [learn.thinkcerca.com](https://learn.thinkcerca.com)

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# Read and Check



**learn.thinkcerca.com**

1. Read (with audio support and in-text vocab)
2. Answer multiple-choice questions



[View in ThinkCERCA](https://learn.thinkcerca.com)



**Student Guide**



1. Complete *Share Your Reflections*
2. Complete *Test Prep Strategy (optional)*



[Open Student Guide](#)

READ

# Share Your Reflections



-  Follow the instructions on the page to read and answer Pause and Reflect questions.
-  Record and share reflections connecting the text to self, to other texts, and to the world.


READ


## Share Your Reflections

**Instructions:** During or after you have finished reading, find the questions in the text marked **Pause and Reflect**. These questions may help you understand the text, or they may 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.

<p>Record "Pause and Reflect" answers here: </p>	<p>Record discussion reflections here: </p>
---	--

 Refer to the **Pause and Reflect** questions within the **Read** section of the lesson at [learn.thinkcerca.com](http://learn.thinkcerca.com).

 thinkcerca.com

CHECK

## Test Prep Strategy *(optional)*



Follow the instructions on the page to practice making predictions on test questions.

CHECK

### Test Prep Strategy: Prediction

One way to prepare for assessments is to practice looking for the answers in the text before looking at the answer choices. Use prediction strategies as an opportunity to read a text more carefully.

Read each multiple choice question. In your own words, record your prediction of the correct response in the chart below.

Question on ThinkCERCA	What is the question asking you to do?
Example: Which of the following statements best explains how the passage is structured?	Look for details on the order of ideas in the passage, like order of importance, or cause and effect.



[Refer to the multiple choice questions](https://learn.thinkcerca.com) for this lesson at [learn.thinkcerca.com](https://learn.thinkcerca.com).

# Analyze / Engage with the Text



[learn.thinkcerca.com](https://learn.thinkcerca.com)

1. Analyze / Engage with the Text



[View in ThinkCERCA](https://learn.thinkcerca.com)



**Student Guide**

1. Complete *Highlight and Annotate*



[Open Student Guide](#)

# Highlight and Annotate



Follow the instructions to closely analyze the text to find evidence for your writing.

## Highlight and Annotate

In this step, you will analyze the text closely, then discuss your findings to begin developing reasoning for your argument.

1. Read the text again, highlighting and annotating important details.

Follow the prompts provided. The highlighting prompts will help you with the final writing task.

You will find evidence to support your own argument or informational piece, as well as models of excellence that will help you better understand a writer's craft in narratives and poetry. The evidence you highlight will be available when you begin building your draft in the next step.

2. If time permits, pair and share your highlights and annotations with a classmate. Pay close attention to this conversation! Your thinking is important reasoning that you may include in your final draft.



Return to [learn.thinkcerca.com](https://learn.thinkcerca.com) [to complete Analyze / Engage with the Text.](#)

# Summarize



**learn.thinkcerca.com**

1. Summarize the Reading



[View in ThinkCERCA](https://learn.thinkcerca.com)



**Student Guide**

1. Complete *Write a Summary*



[Open Student Guide](#)

## SUMMARIZE

# Write a Summary



Follow the instructions to complete the Summarize step.

## SUMMARIZE

### Write a Summary

Summaries help you process your thinking about a text and are often a great way to start off an argumentative or informational essay. A good summary shows you have knowledge about a topic.

Practicing summarizing also helps you prepare for the main idea questions posed on many standardized assessments. In addition, summarizing is a helpful skill for working with others, such as when you need to confirm your understanding of what someone else has said. That's a useful skill for all parts of life.

1. Use the sentence stems provided in the online lesson to summarize the text. Your summary should:
  - Be brief
  - Include the main idea and key details
  - Represent these ideas fairly and accurately
2. If time permits, pair and share with a classmate. Read each other's summary, and discuss how they are similar or different. What did you say were the main idea and key details? Were your summaries fair and accurate? Why?



Return to [learn.thinkcerca.com](https://learn.thinkcerca.com) to [complete Summarize](#).

# Develop / Build



**learn.thinkcerca.com**

1. Develop / Build Your Argument



[View in ThinkCERCA](https://learn.thinkcerca.com)



**Student Guide**

1. Complete *Collaborate: Share your Argument Builder*



[Open Student Guide](#)

# Share your Argument Builder



Follow the instructions online to begin building your argument.



Use the activity to collaborate with others to share reasons, evidence, and reasoning.

DEVELOP / BUILD

## Share your Argument Builder

When you've completed the argument building step, share your results with others, and listen to how they responded to the same question. Ask questions, and give feedback to help strengthen your partners' reasons and evidence.

*Which graph best shows the survey data?*

Share Your Argument	Listen and Record Others
1.	
2.	
3.	

 Complete [Develop / Build](#) to begin building your argument at [learn.thinkcerca.com](http://learn.thinkcerca.com)

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# Draft and Review / Create



**learn.thinkcerca.com**

1. Draft / Create
2. Review / Self-Assess using the Rubric



[View in ThinkCERCA](https://learn.thinkcerca.com)







**Student Guide**

1. Complete *Peer Editing Activity*
2. Complete *Reflect on Your Writing*



[Open Student Guide](#)

# Peer Editing Activity

-  Follow the instructions to Create your CERCA.
-  Evaluate your work using the rubric.
-  Discuss your work with peers.
-  Revise your piece.

## Peer Editing Activity



[Complete your Draft](https://learn.thinkcerca.com) at [learn.thinkcerca.com](https://learn.thinkcerca.com)

1. Do a self-assessment of your CERCA. Use the online rubric for the lesson on [learn.thinkcerca.com](https://learn.thinkcerca.com), checking each box where you find evidence that you have achieved the criteria.
2. Next, collaborate with a classmate 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.

# Reflect on Your Writing



Follow the prompts to reflect on your writing experience.

DRAFT AND REVIEW / CREATE

## Reflect on Your Writing

Before you submit your final CERCA, write a brief reflection describing your experience.

*Through self-assessment and/or peer editing, I learned...*

*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...*

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The form is a vertical rectangle with an orange header bar at the top. It contains the text 'DRAFT AND REVIEW / CREATE' and the title 'Reflect on Your Writing'. Below the title is a paragraph: 'Before you submit your final CERCA, write a brief reflection describing your experience.' There are three large, rounded rectangular text boxes stacked vertically. Each box contains a prompt in italics: 'Through self-assessment and/or peer editing, I learned...', 'The strongest areas of this piece of writing are...', and 'An area for growth for me on this piece or in my writing in general is...'. Each prompt has a small pencil icon to its right. At the bottom left of the form is the 'Think CERCA' logo, which consists of a small colorful icon followed by the text 'Think CERCA' and the website 'thinkcerca.com'.

# Extension Activities



**learn.thinkcerca.com**

1. NA



[View in ThinkCERCA](https://learn.thinkcerca.com)



**Student Guide**

1. Survey Activity: Classroom Survey
2. Inquiry to Research



[Open Student Guide](#)

# Research: Classroom Survey



Use the research activity to dig deeper into a related subject or to ask questions of the topic at hand.

## CLASSROOM SURVEY

### Background

Surveys are a great way to learn about how a group of people feel about something. People who do surveys use the information for a variety of reasons. For instance, a soda company may ask customers if they like colas, lemon-lime sodas, or orange sodas best. This may help them in deciding how to run their business. In this activity, you will have the opportunity to survey your class about something that interests you.

### Create Your Survey Question

In the space below, create a survey question. A survey question should have multiple answers. For example, "From the list below, which is your favorite fruit?" has multiple answers. As the person making the question, you should limit responses to 4 or 5 choices. This will be helpful when you study the results of the survey.

What would you like to know about your classmates? Generate at least three ideas:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Now, take your favorite idea and turn it into a question you can ask your classmates.

Your Question: \_\_\_\_\_?

Your Choices:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Ask Questions of the Texts



Discover how asking questions about author, audience, context, and concepts can lead to greater understanding of a text. This will help you become a critical consumer of information.

## Ask Questions of the Texts

As you engage with texts in any subject, you can actively ask questions about the author's purpose, intended audience, and occasion to understand the message. The table below provides examples.

Approaches	Example
Questions about the author	Is the author an authority on this topic? What was the author's motivation in writing this piece?
Questions about the audience, purpose, and occasion of the text	Why was this article written? Why was it published at this time?
Questions about civics, economics, geography, and history	Why might somebody want to measure the results of a survey?
Questions about concepts and ideas	How does a graph help you understand data more clearly?
Questions about self and community reflections	What else might be helpful to show in a graph?

# Visual Teacher's Guide

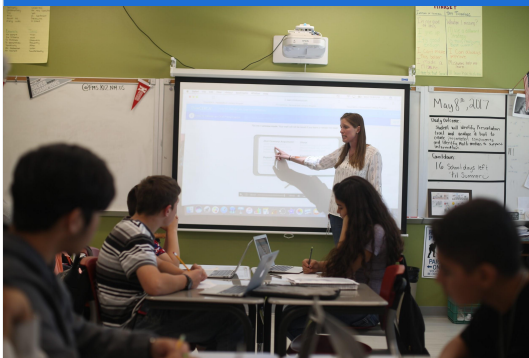
What does a day and a week look like?

## SKILLS FOCUS

# Session 1: Direct Instruction and Vocabulary

**Purpose:** The **Skills Focus** session provides skill and vocabulary building paired with the lesson, preparing students to engage in the reading and writing activity.

Time: ~30-45 min

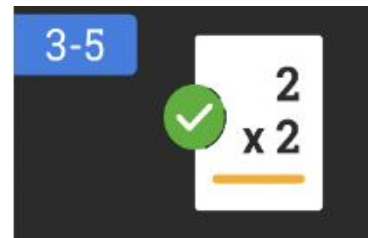


**Delivery:** Synchronous or Asynchronous. See notes below.

## In This Session

1. Teacher introduces lesson
2. Students complete **Build Your Vocabulary** Activity
3. Students complete **Direct Instruction** Lesson (Online)
4. Students complete **Cornell Notes Activity** (Student Guide)
5. Whole class review

## In This Session



What Is a Math Argument?



[View in ThinkCERCA](#)



[Open Student Guide](#)

## CLOSE READING AND WRITING

# Session 2: 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: ~30-40 min



**Delivery:** Synchronous preferred.  
See notes below.

## In This Session

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

## In This Session



Favorite Fruits in 3rd grade



[View in ThinkCERCA](#)



[Open Student Guide](#)

## CLOSE READING AND WRITING

# Session 3: 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: ~40-80 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



Favorite Fruits in 3rd grade



[View in ThinkCERCA](#)



[Open Student Guide](#)

## CLOSE READING AND WRITING

# Session 4: Develop / Build

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

**Time:** ~40-80 min



**Delivery:** Synchronous or Asynchronous. See notes below.

## In This Session

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

## In This Session



Favorite Fruits in 3rd grade



[View in ThinkCERCA](#)



[Open Student Guide](#)

## CLOSE READING AND WRITING

# Session 5: Draft and Review / Create

**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 / Create** 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



Favorite Fruits in 3rd grade



[View in ThinkCERCA](#)



[Open Student Guide](#)

## CLOSE READING AND WRITING

# Share Feedback

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

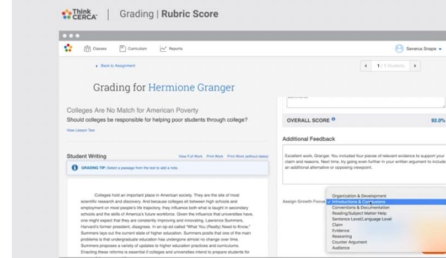
## Time: varies



## 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.

[Open Editable Slides](#)