ThinkCERCA™

ThinkCERCA AP Language and Composition Resources

Overview

ThinkCERCA™

Meet Your Presenters



Franchesca Warren

Success Manager for
Georgia
ThinkCERCA



Adam Bessler

Strategic Partnerships &
Sales Manager
ThinkCERCA

Agenda

Clearing the Path for AP Success

- ➜ AP English Language and Composition Course Overview
- ➜ AP Exam Details
- ➜ ThinkCERCA AP Course Resources
- ➜ Next Steps

Benefits of Taking AP English Language and Composition

Earn College Credit

Potential for earning college credit through successful exam performance.

Skill Development

Build a strong foundation in critical reading, writing, and analytical skills.

Time Management

Development of time management and study skills.

Academic Profile

Demonstrate to colleges a willingness to challenge oneself and handle advanced coursework.

Overview of AP English Language and Composition

- College Board reports that this is the most popular course with approximately 600,000 students taking the exam in 2024.
- AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise.
- Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods.

AP English Language and Composition Exam Structure

AP ENGLISH LANGUAGE AND COMPOSITION EXAM:
3 HOURS, 15 MINUTES

Assessment Overview

The AP English Language and Composition Exam assesses student understanding of the skills and essential knowledge outlined in the course framework. The exam is 3 hours and 15 minutes long and includes 45 multiple-choice questions and 3 free-response questions.

Format of Assessment

Section I: Multiple-choice | 45 Questions | 60 Minutes | 45% of Exam Score

- Includes 23–25 Reading Questions
- Includes 20–22 Writing Questions

Section II: Free-response | 3 Questions | 2 Hours, 15 Minutes | 55% of Exam Score

- Question 1: Synthesis **(6 points)**
- Question 2: Rhetorical Analysis **(6 points)**
- Question 3: Argument **(6 points)**

Summary of Partnership

College Board approached ThinkCERCA with this context

*In 2020, **1 million students took exams** in the following AP courses: English Language and Composition, Human Geography, and World History: Modern. Of that total, 643,000 students **(60.9%) earned a 3 or higher**, while the remaining 413,000 **(39.1%) earned a 1 or 2**.*

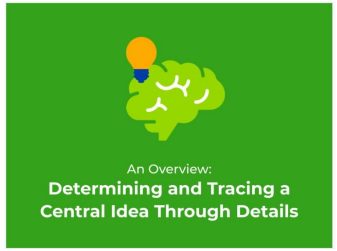
How can we better support this significant number of lower-performing students?

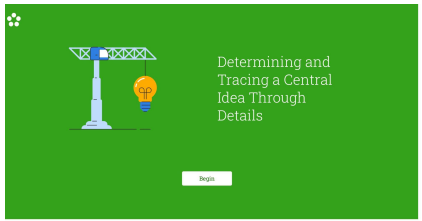
How the work started:

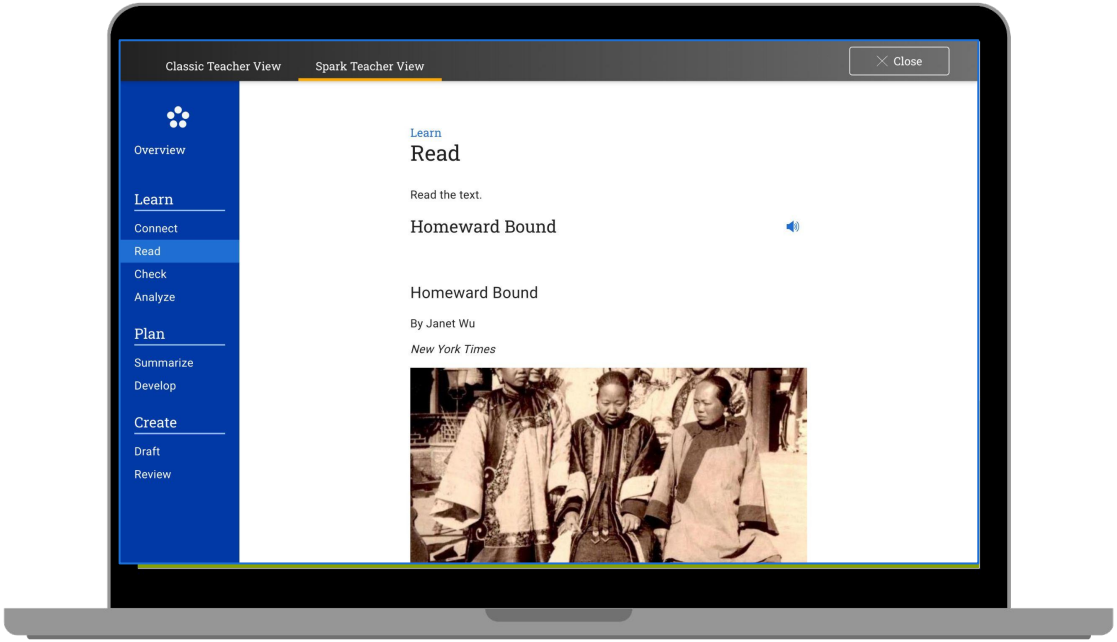
- College Board provided a map of skills and knowledge (specific to AP English Language) that will best support student success course goals.
- ThinkCERCA responded by sharing previous efficacy research, reviewed by CB's Learning Engineering team, to support a recommendation to move a partnership forward.
- ThinkCERCA began planning a set of resources aligned to courses using their proven model.

Close Reading & Writing Process

All Online Aspects of ThinkCERCA's Lessons Are Available for Asynchronous Use







Direct Instruction:
High Level Overview

Skills Practice:
Support for Sentence Level Writing

Close Reading and Writing:
A Discussion Rich Process

Schoolwide Literacy Strategies

One Team, One Platform Means Every Teacher is on Every Student's Team

Speaking and Listening Best Practices Toolkit

Observation Tools and Guidance

Grade 8

These can be used by both teachers and students to improve speaking and listening outcomes!

Language and Style Best Practices Toolkit

Vocabulary, Grammar, Mechanics, and Usage

Grade Level Expectations for Grade 8

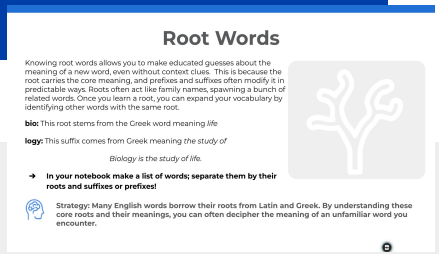
These can be used by both teachers and students to improve audience outcomes on writing rubrics!

Research Toolkit

Revision Strategies and Using Feedback from Human and Online Sources

Explicit Vocabulary Instruction

Secondary



Speaking and Listening Toolkit

Language and Style Best Practices Toolkit

Research Toolkit

Feedback and Revision Resources

Consistent Strategies Across Grade Levels!

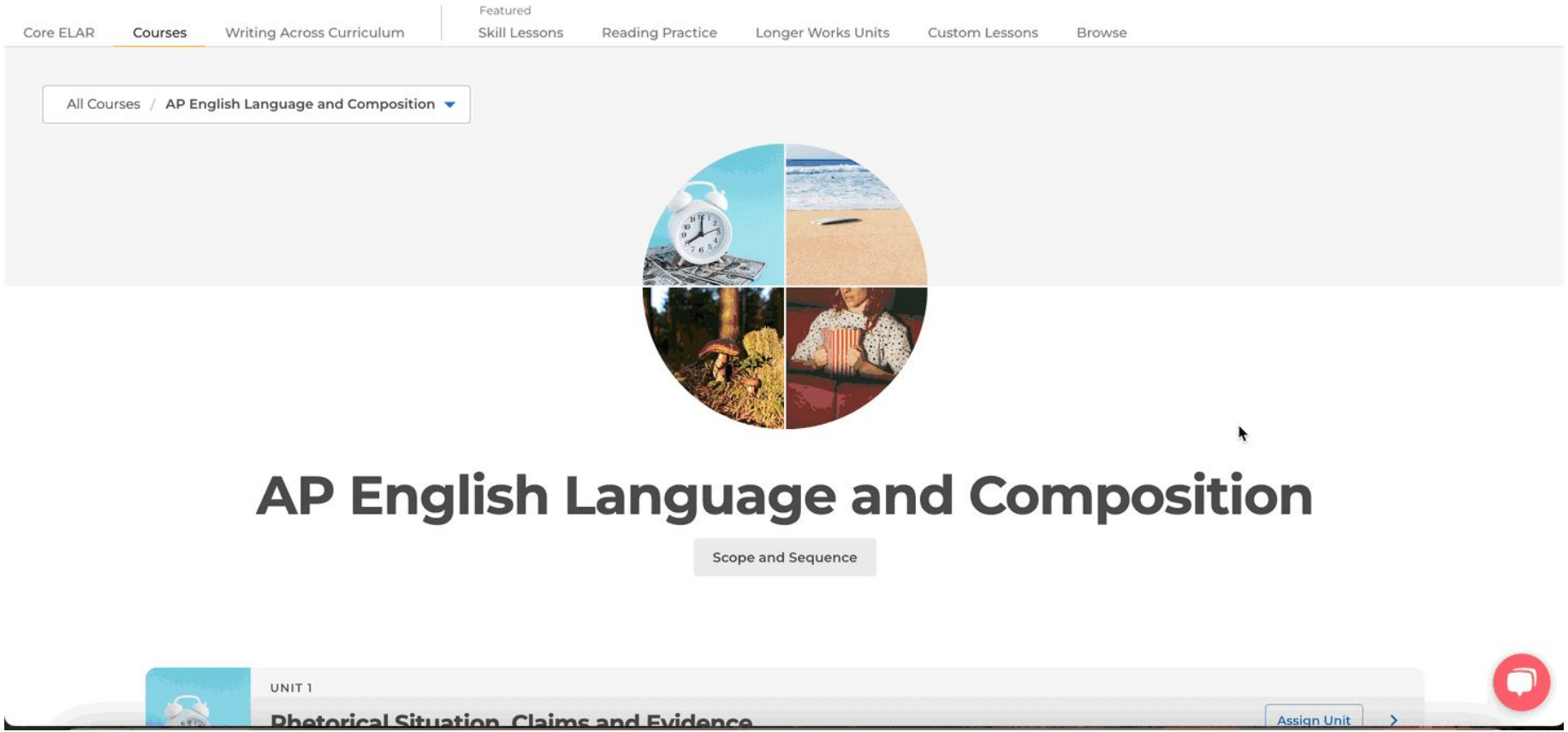
ThinkCERCA AP English Language and Composition Resources

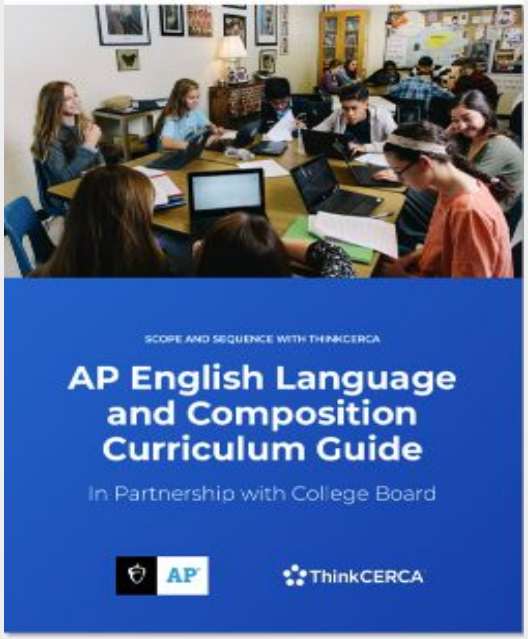
ThinkCERCA is excited to introduce new AP materials, developed in partnership with the College Board!

This comprehensive resource will support your students throughout the entire school year and includes:

➔9 Units aligned directly with the AP course and exam description
➔Teacher and Student Guides to streamline your instruction and enhance learning
➔Ready-made Interactive Lessons to engage students and reinforce key concepts
➔Writing Lessons to prepare your students for success on the AP exam
Sign Up for a Free Account Here
Review the AP English Language and Composition Scope & Sequence

Introduction to ThinkCERCA'S AP Curriculum | 2025





Scope and Sequence

This comprehensive resource will support your students throughout the entire school year

- 9 Units aligned directly with the AP course and exam description
    - Each unit has 2-3 Modules that include:
        - Reading Practice, Direction Instruction, and Skills Lessons
        - One Module- Close Reading and Writing Lesson
    - One Module that includes:
        - Close Reading and Writing Lesson

Resources to Address Skills Gaps

Four Step Process

Reading Practice with Mentor Texts

Read Exemplars of Great Writing

High Quality Text Exemplars

Direct Instruction Aligned to CED

See Models of How to Analyze and Write about Texts

Annotated models based on the mentor texts found in the reading practice.

Skills Lessons

Interactive Rehearsals of Reading and Writing Skills

Practice improving analysis and writing skills focused on specific aspects aligned to the AP exam

Close Reading and Writing Practice

Practice Close Reading and Writing

Authentic, scaffolded examples of close reading and writing practice mirroring AP reading and FRQ tasks

Let's Review!

Spend 3 minutes reviewing the Scope and Sequence paying attention to the following:

- Fully linked Table of Contents- all resources in one place
- Unit Overview (connection to course framework/CED)
- Resource Checklist
- Sample Pacing Guidance
- Resource Glossary
- (See a comprehensive overview of resources)

Focus for Lesson Deep Dive: FRQ Practice

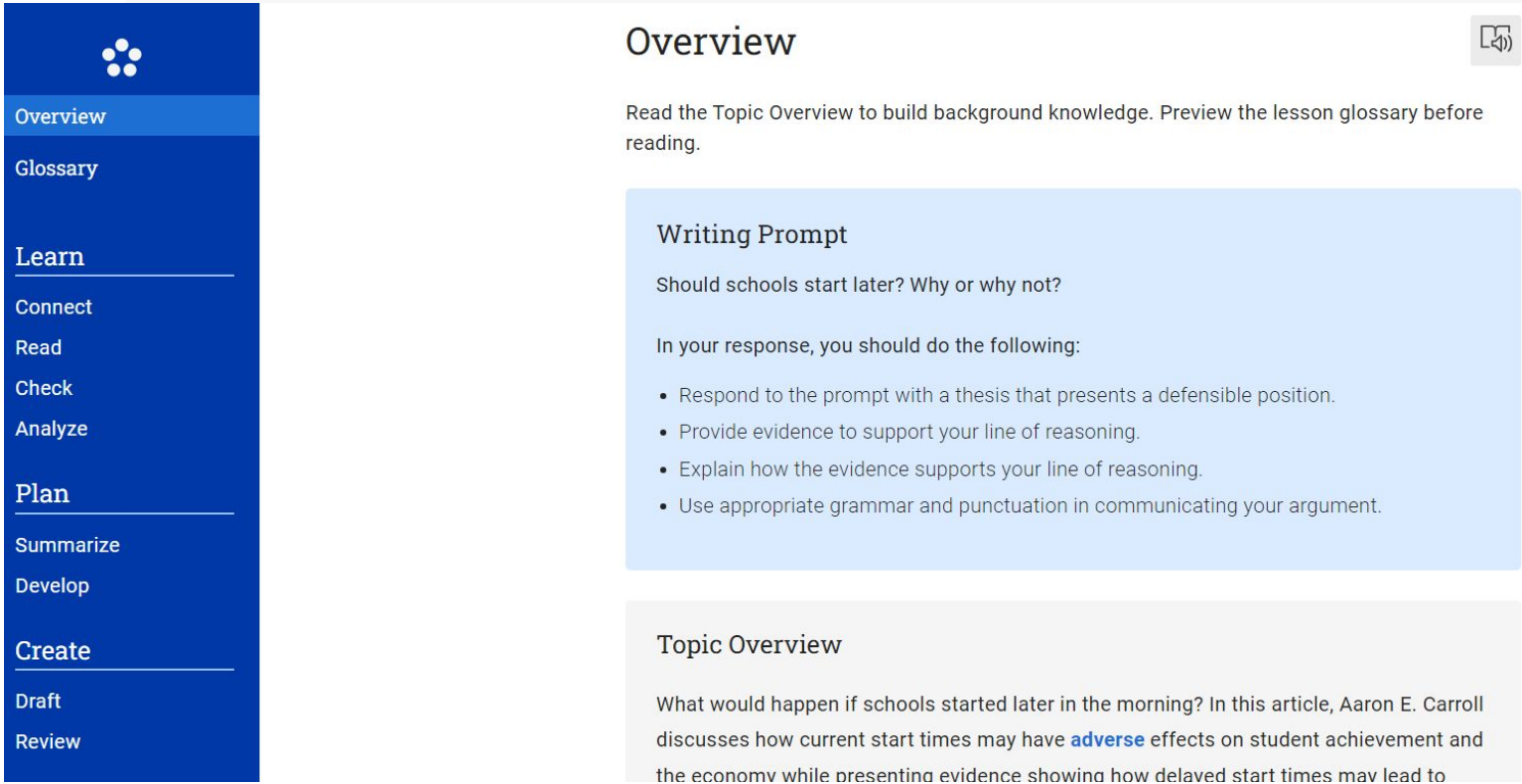
Close Reading and Writing Lesson



The Economic Case for Letting Teenagers Sleep a Little Later

Begin

The Writing Prompt mirrors AP FRQ



ThinkCERCA Prompt mirrors AP FRQ

Writing Prompt

Should schools start later? Why or why not?

In your response, you should do the following:

- Respond to the prompt with a thesis that presents a defensible position.
- Provide evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

In a 2019 interview, award-winning poet and memoirist Jimmy Santiago Baca asserted: "In America we value possessions. We would much rather talk about a new car than talk about a story that happened between grandfather and me. We'd much rather get on the computer and play video games and enact some cataclysmic[1] epic[2] than to talk about the epics in our own lives."

Write an essay that argues your position on the extent to which Baca's claim about the value of possessions is valid.

[1] destructive on a large scale

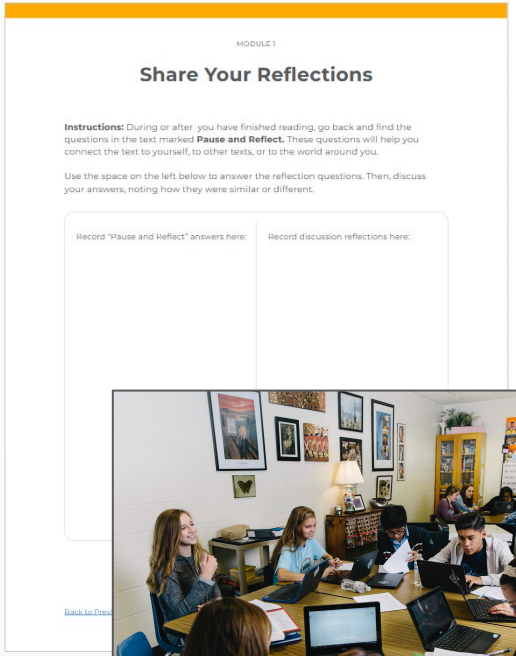
[2] a narrative or story of grand proportions

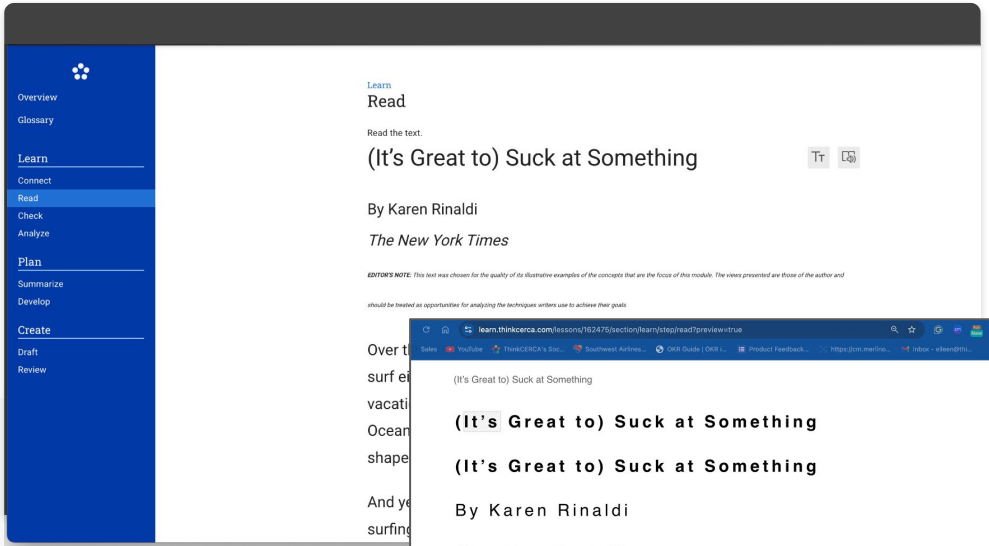
In your response you should do the following:

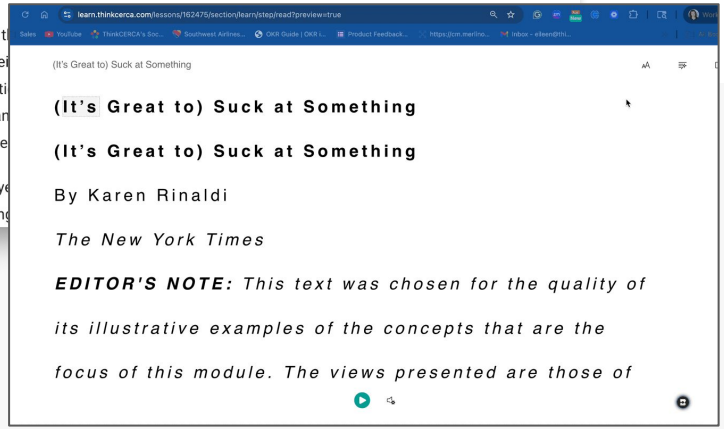
- Respond to the prompt with a thesis that presents a defensible position.
- Provide evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

Full Close Reading and Writing Lesson Example

Close Reading and Writing Example



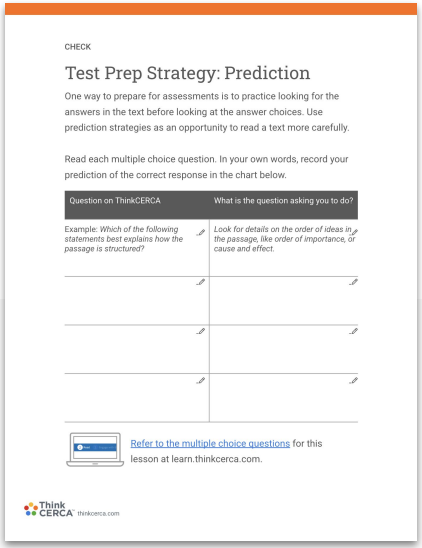




Close Reading

Integrated Test Prep Strategy Instruction

Plus Quarterly ACT and SAT Practice!



CHECK

Test Prep Strategy: Prediction

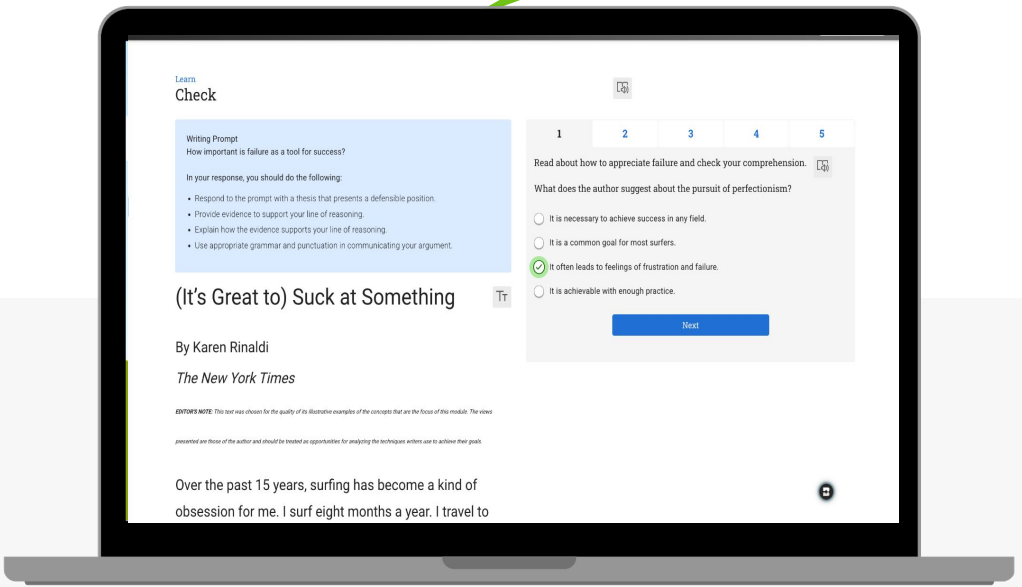
One way to prepare for assessments is to practice looking for the answers in the text before looking at the answer choices. Use prediction strategies as an opportunity to read a text more carefully.

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.*

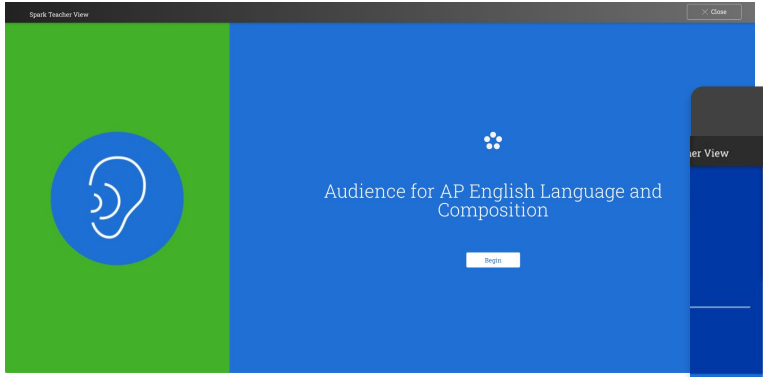
Refer to the multiple choice questions for this lesson at learn.thinkcerca.com.

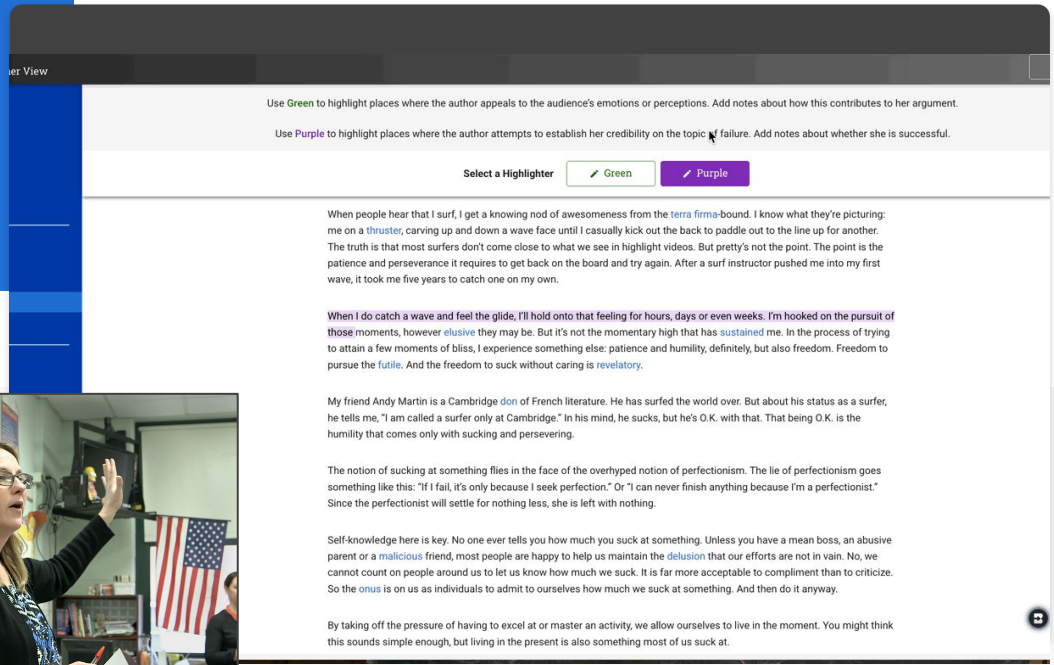
Think CERCA thinkcerca.com



Close Reading

Analyze



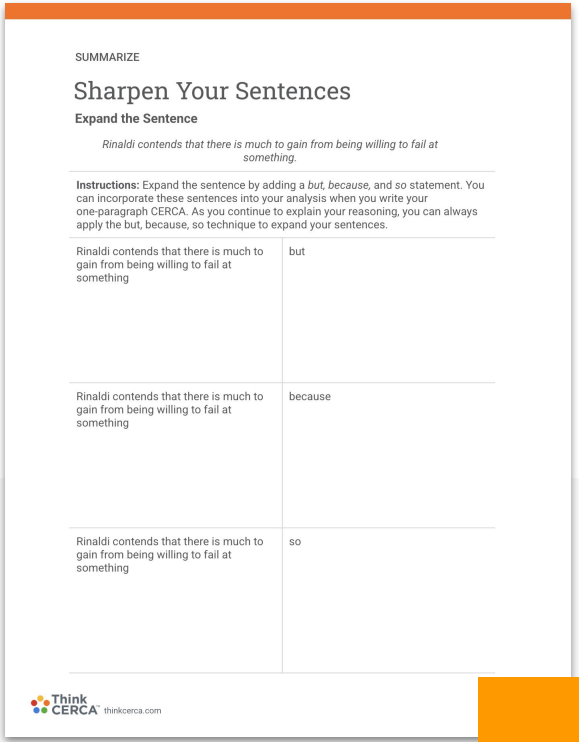




Close Reading Practice

Focus on Syntax Development

Integrated Syntax Instruction



SUMMARIZE

Sharpen Your Sentences

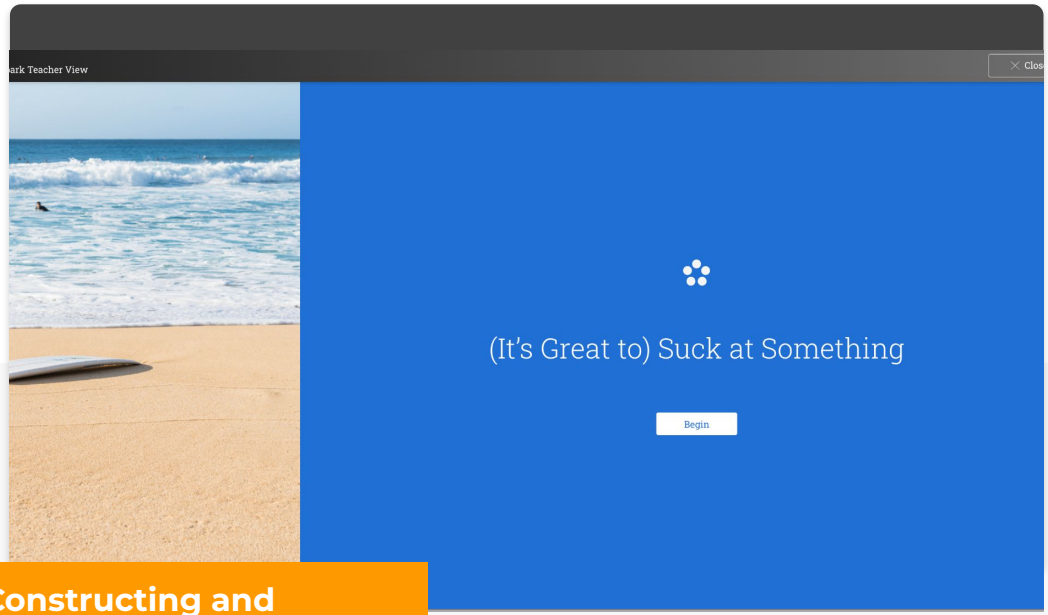
Expand the Sentence

Rinaldi contends that there is much to gain from being willing to fail at something.

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 continue to explain your reasoning, you can always apply the but, because, so technique to expand your sentences.

Rinaldi contends that there is much to gain from being willing to fail at something	but
Rinaldi contends that there is much to gain from being willing to fail at something	because
Rinaldi contends that there is much to gain from being willing to fail at something	so

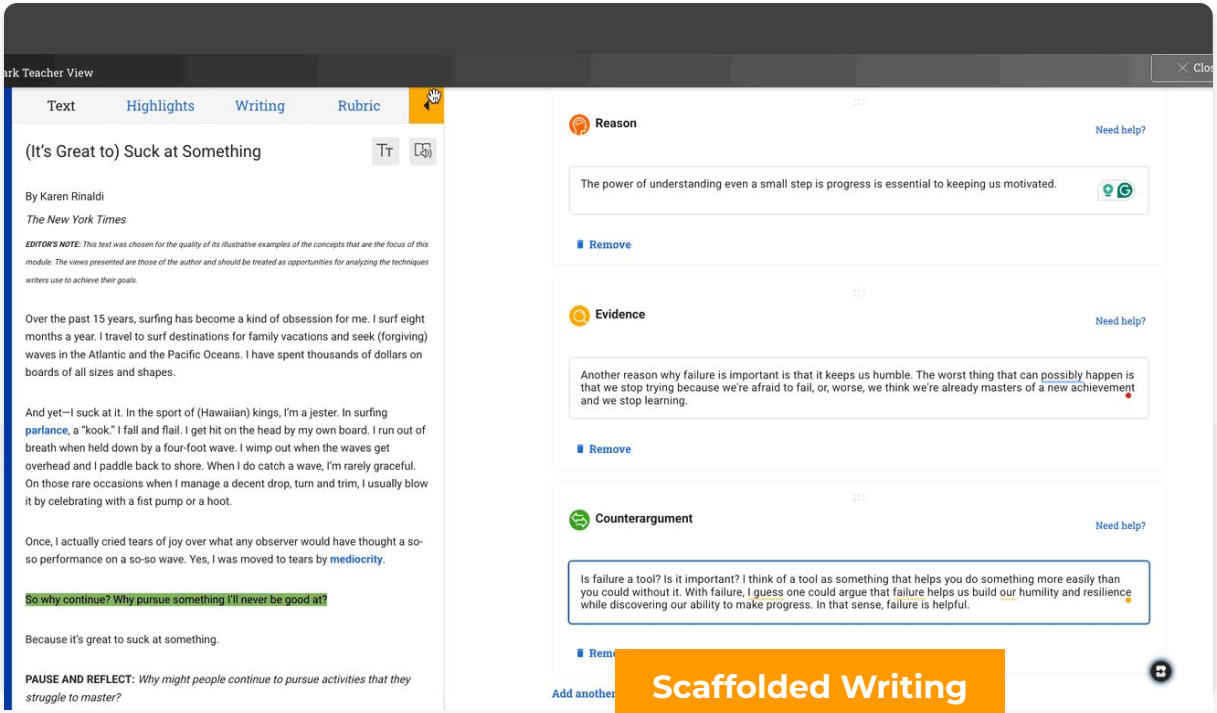
Think CERCA thinkcerca.com



Constructing and Deconstructing Sentences

Writing to Improve Learning

Summarize



Developing Writing Skills

Draft w/ (AI Feedback)

YOUR PORTFOLIO

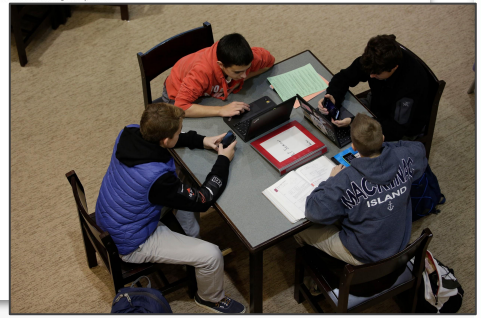
Edit the Draft Together

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.



Teacher View

Close

Text | Highlights | Writing | Rubric

(It's Great to) Suck at Something

By Karen Rinaldi

The New York Times

EDITOR'S NOTE: *This text was chosen for the quality of its illustrative examples of the concepts that are the focus of this module. The views presented are those of the author and should be treated as opportunities for analyzing the techniques writers use to achieve their goals.*

Over the past 15 years, surfing has become a kind of obsession for me. I surf eight months a year. I travel to surf destinations for family vacations and seek (forgiving) waves in the Atlantic and the Pacific Oceans. I have spent thousands of dollars on boards of all sizes and shapes.

And yet—I suck at it. In the sport of (Hawaiian) kings, I'm a jester. In surfing parlance, a "kook." I fall and flail. I get hit on the head by my own board. I run out of breath when held down by a four-foot wave. I wimp out when the waves get overhead and I paddle back to shore. When I do catch a wave, I'm rarely graceful. On those rare occasions when I manage a decent drop, turn and trim, I usually blow it by celebrating with a fist pump or a hoot.

Once, I actually cried tears of joy over what any observer would have thought a so-so performance on a so-so wave. Yes, I was moved to tears by mediocrity.

So why continue? Why pursue something I'll never be good at?

Because it's great to suck at something.

PAUSE AND REFLECT: *Why might people continue to pursue activities that they struggle to master?*

Reason — Need help?

When we begin anything for the first time, we're a novice, not a master.

Remove

Evidence — Need help?

For example, when we first learn how to walk, we need support, we fall down, we even hurt ourselves, but we ge just enough experience to know that we are able to do some part of it-standing, taking a step, etc. And when we get that far, we realize we have power.

Remove

Reasoning — Need help?

The first time I tried out for tennis, I was terrible at it. I later took lessons and got better. I am still no good at it, but at least I am able to enjoy it. If I was worried about looking bad, I would have never tried again. I am fine with being terrible at it, and I don't spend a whole lot of time worrying about how bad I look because being good at it is just not important to me. But school is important to me, and I am less good at being bad at things like writing. I am not okay with being bad at writing and know I can always get better, so I keep trying.

Remove

ELA RI.9-10.3

AI-Enabled Autoscoring

Rooted in Cognitive Science

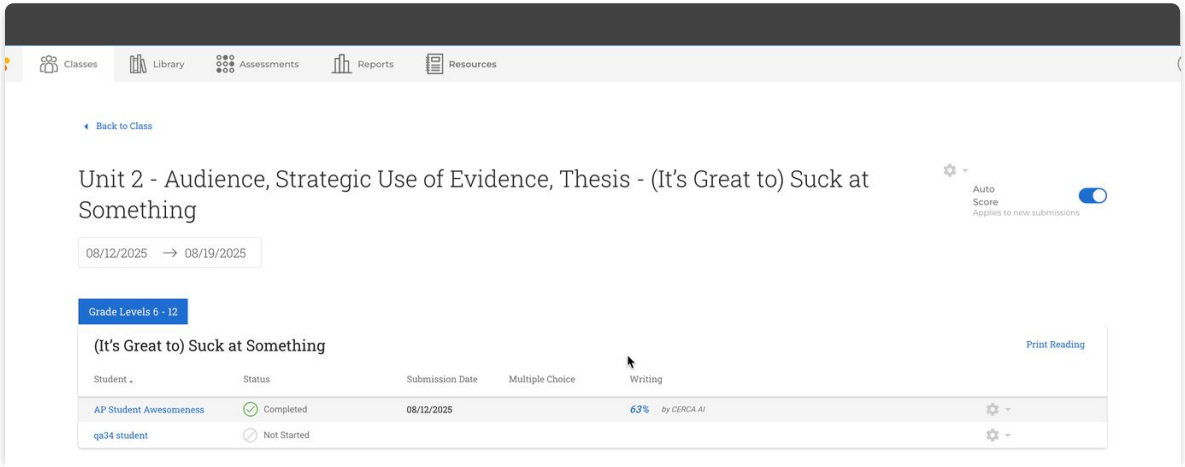
THE LEARNING AGENCY

SCHMIDT FUTURES

WALTON FAMILY FOUNDATION

Tools Competition Winners

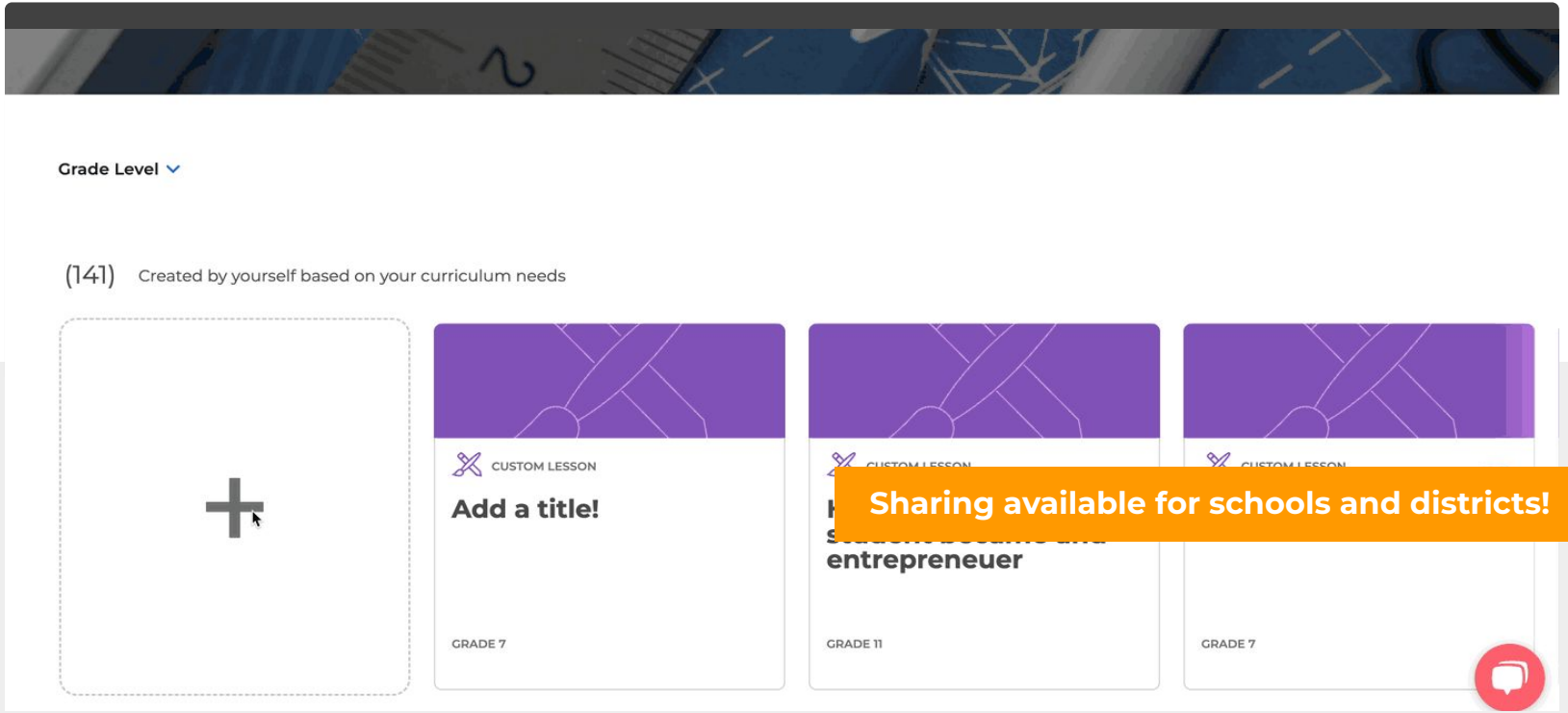
BILL & MELINDA GATES foundation



AI-enabled, editable scoring

Custom Lessons Tools and Sharing

Grades 3-12



Teacher Guide

TEACHER GUIDE

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

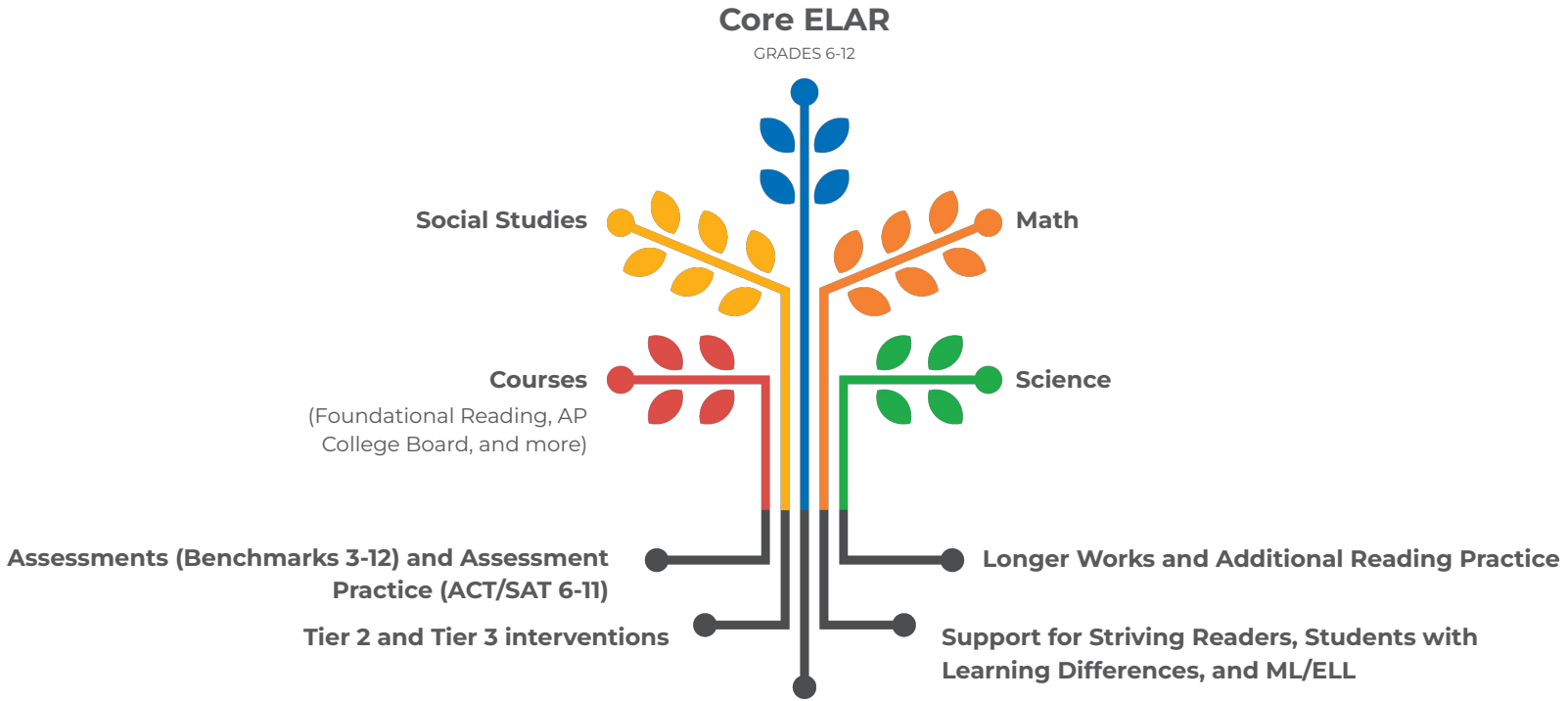
View in ThinkCERCA

Open Student Guide

More About Vertical Planning for AP and ACT/SAT with ThinkCERCA

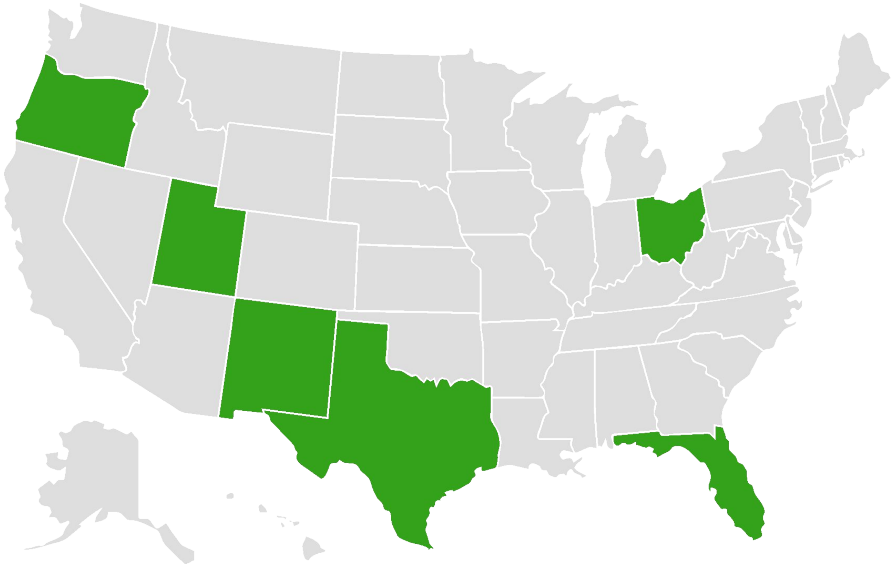
Accelerate Literacy as a Team

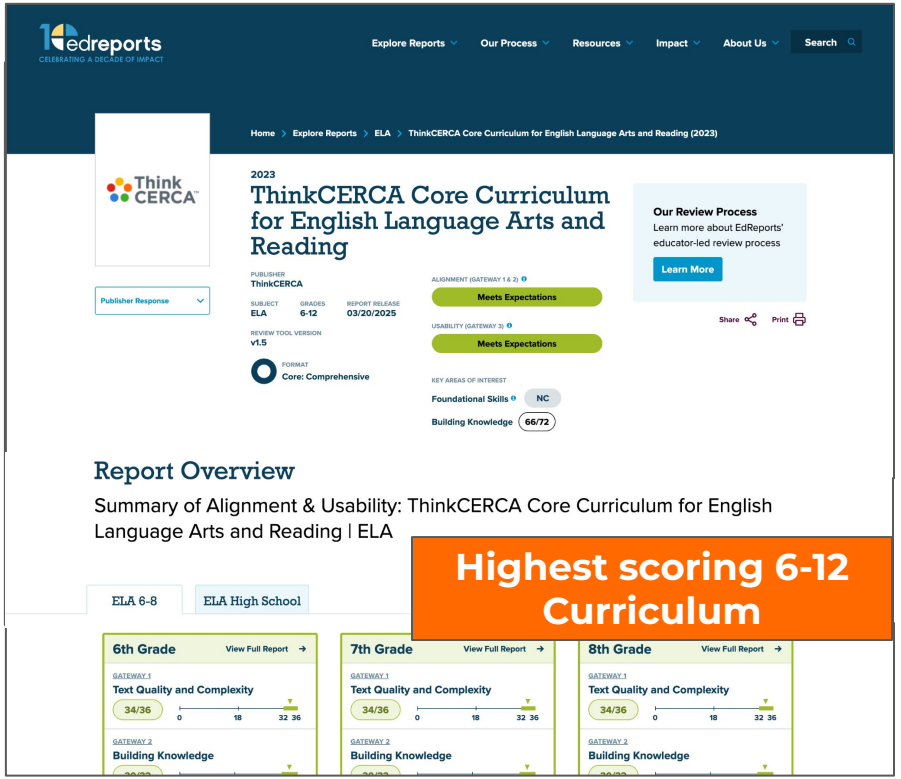
Think A “Netflix” for Literacy to Make MTSS Doable



Adopted by States Across the US

Oregon · Utah · New Mexico · Texas · Ohio · Florida





Get Results

Proven to help students achieve reading and writing growth per year.

Positive PSAT Impact

On the EBRW section of the PSAT, students in the ThinkCERCA condition achieved an AP Potential score of **52% (i.e., the probability of scoring ≥ 3 on the AP Exam) versus 32% probability**. Pilot user group had a **95.5% net promoter score of the ThinkCERCA product**.



CollegeBoard

Two Years of Reading Growth *(Controlled Study)*

An evaluation of 26 ed tech products showed ThinkCERCA helped students achieve an **extra year's worth of growth in one school year**.



Equivalent to **closing the achievement gap by 246%** for low-income students



4 times more growth than the next product in the study

LEAPinnovations

Positive Impact at Scale *(Third-Party Study)*

In a study of 102 schools, ThinkCERCA students across **grades 3-8 outperformed their peers nationally on the NWEA MAP test.**



102 schools with diverse demographics

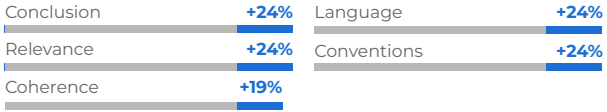


1.5 - 2.5 expected years of growth on NWEA MAP test

atlantic RESEARCH PARTNERS

Significant Writing Gains *(Controlled Study)*

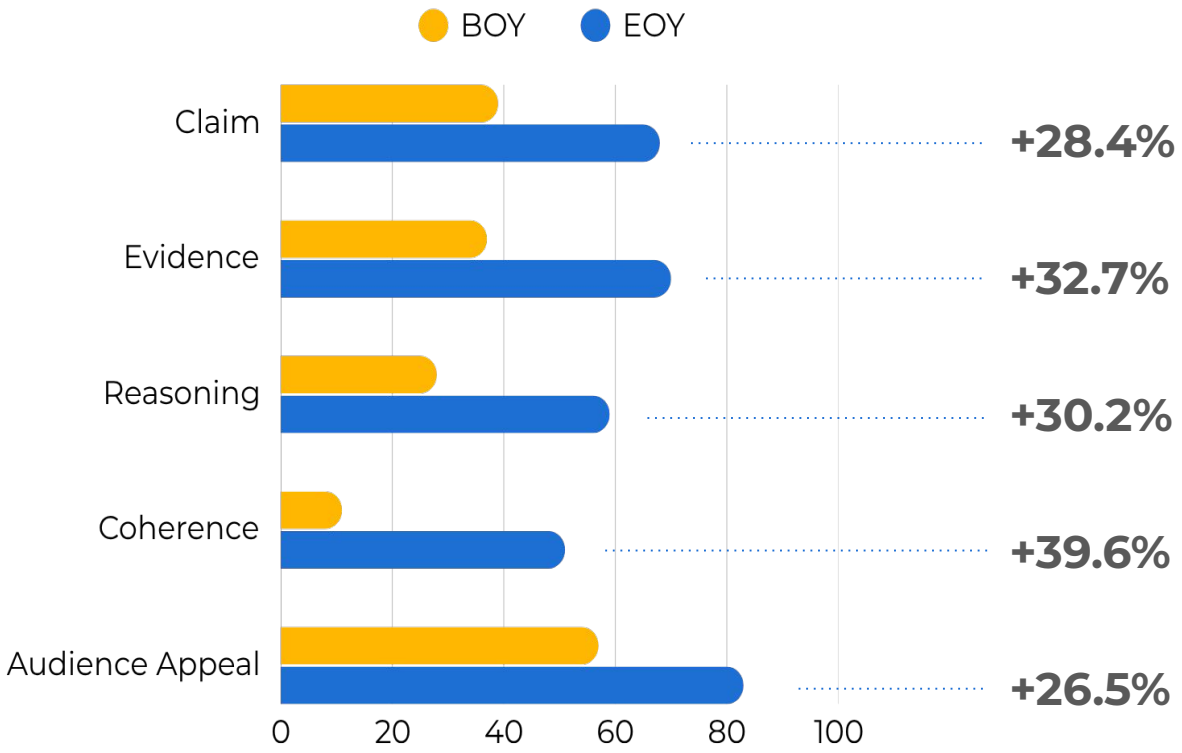
A Gates Foundation-sponsored study showed gains in student **writing scores were positive across all writing aspects** and statistically significant for five of the six aspects. Students saw **positive results in as little as eight weeks**.



SRI Education

Clark County School District SY24-25 Rubric Scores

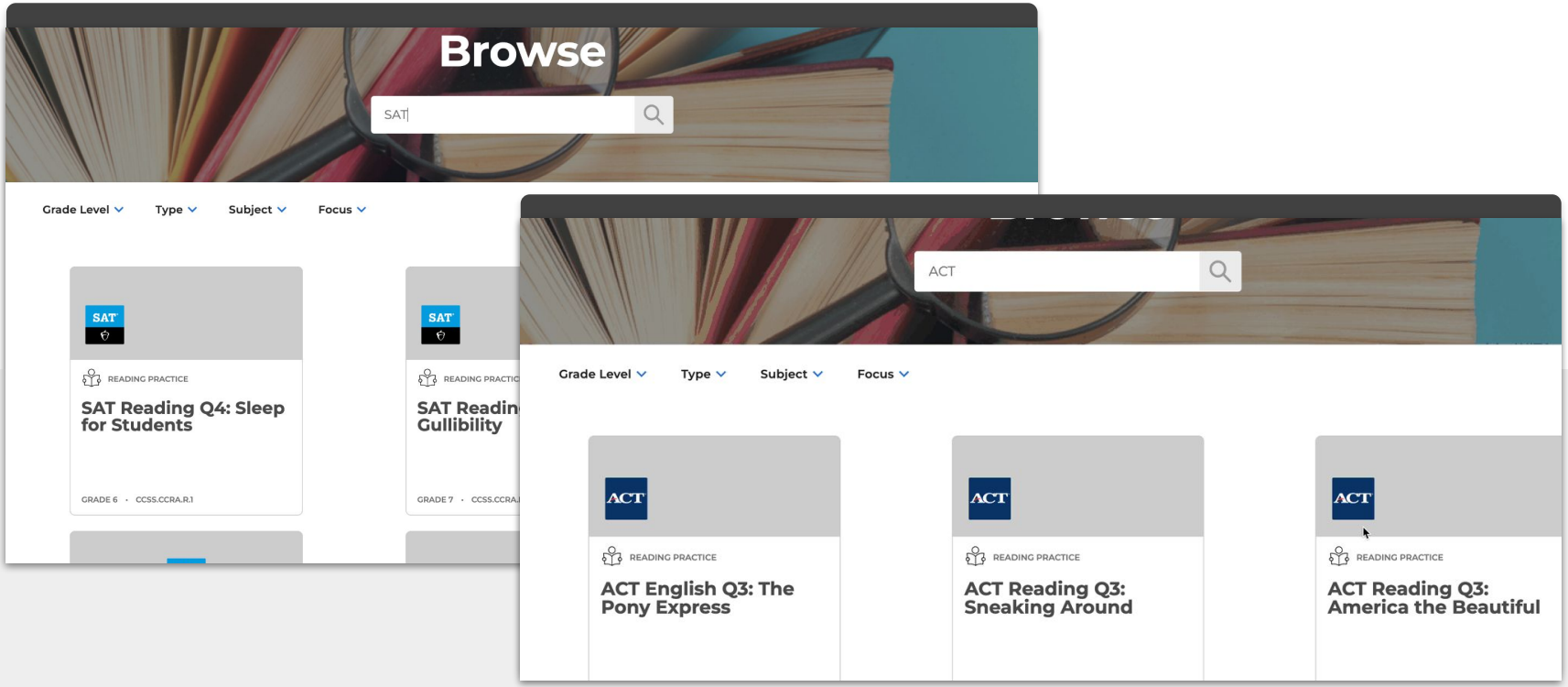
Percentage of students scoring 3-5 on BOY and EOY assessments



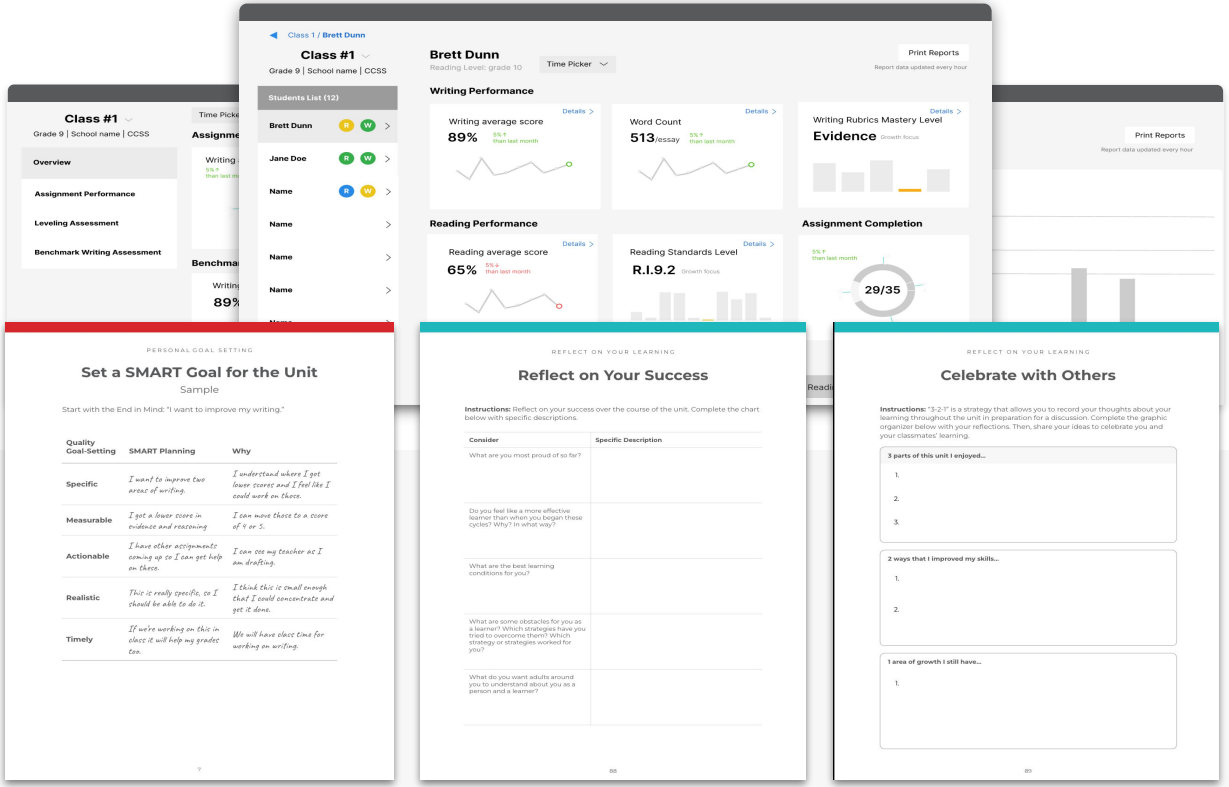
Increased grade level proficiency for 4900+ students!

ACT/SAT Prep

Quarterly Practice for Grades 6-11



Students Celebrate Progress!



Next Steps:

✅ Check your email today for your “Magic Link”

✅ Create your free account and share the “Magic Link” with 4 AP Teachers you know

✅ Book a ThinkCERCA demo to learn more about how ThinkCERCA can support vertical planning to prepare students for AP courses

Scan Me

ThinkCERCA™