



ThinkUp!TM

ELA

Teacher Guide for using
ThinkUp! ELA/R with a
Distance Learning Model



Teacher Guide for Using ThinkUp! ELA/R with a Distance Learning Model

This guide contains an overview of how teachers might use the components of ThinkUp! ELA/R units to deliver distance learning instruction for students. Included are options for teachers who use either the print or the online version of ThinkUp! ELA/R. Teachers who have access to the print and online bundle can choose from the options as appropriate to meet the needs of their students.

Note: Print Teacher Editions or the online Teacher Guide will be referred to as **TE**. Print Student Editions or the online Student Guide will be referred to as **SE**.

Getting Started

The purpose of the *Getting Started* component is to introduce the unit focus standard(s) and the Critical Thinking traits that support students as they learn, practice, and master the unit focus standard(s).

If using the print or online version, teachers might:

- read and discuss the Learning Target and Focus for 9 Traits of Critical Thinking with students during a small-group or large-group online meeting or using a prerecorded instructional video.

If using the print version of ThinkUp! ELA/R, teachers might:

- have students access SEs to read and complete the Learning Target and Focus for 9 Traits of Critical Thinking independently or collaboratively with peers via video conference.

If using the online version of ThinkUp! ELA/R, teachers might:

- assign the Learning Target and Focus for 9 Traits of Critical Thinking in the online platform for students to review independently or collaboratively with peers via video conference.

Instruction

The purpose of the *Instruction* component is to provide an explanation for students and teachers of the unit focus standard(s), including an identification of the essential vocabulary.

If using the print or online version, teachers might:

- use the Clarifying the Standards in the TE to prepare for guiding students to read and understand the Reader Tips and essential vocabulary; use the Before, During and After questions to support students as they read the Instruction text and respond to the Instruction items and Reflection prompts during a small-group or large-group online meeting or using a prerecorded instructional video.

If using the print version of ThinkUp! ELA/R, teachers might:

- have students access SEs to read the Reader Tips and Instruction text and complete the Instruction items and Reflection prompts independently or collaboratively with peers via video conference, followed by small group or large group debriefing with the teacher via video conference.

If using the online version of ThinkUp! ELA/R, teachers might:

- assign the Reader Tips, Instruction text, Instruction items, and Reflection prompts in the online platform for students to read and respond to independently or collaboratively with peers via video conference, followed by small group or large group debriefing with the teacher via video conference.

Assessment

The purpose of the *Assessment* component is to provide students an opportunity to apply the unit focus standard(s) in a context that mirrors standardized testing. Teachers can use the *Assessment* component to monitor student learning and make instructional decisions regarding the need for interventions or reinforcement for individual students or the large group.

**If using the print or online version, teachers might:**

- introduce the Assessment text using the Building Background Knowledge activity and a Vocabulary Activity during a small-group or large-group online meeting or using a prerecorded instructional video.
- read and discuss the Assessment text and guide students to respond to the Assessment items, Reflection prompts, and Revising/Editing items during a small-group or large-group online meeting or using a prerecorded instructional video.
- debrief student responses to the Assessment items, Revising/Editing items, and Reflection prompts using the answer grid and suggested responses in the TE.

If using the print version of ThinkUp! ELA/R, teachers might:

- have students access SEs to read and complete the Assessment text, Assessment items, Reflection prompts, and Revising/Editing items independently or collaboratively with peers via video conference.

If using the online version of ThinkUp! ELA/R, teachers might:

- assign the Assessment text, Assessment items, Reflection prompts, and Revising/Editing items in the online platform for students to complete independently or collaboratively with peers via video conference.

Intervention

The purpose of the *Intervention* component is to provide instructional activities that support students who have demonstrated the need for intervention in order to show mastery of the unit focus standard(s).

If using the print or online version, teachers might:

- review the Intervention activities and select those that will support individual or small groups of students based on diagnosed needs; guide students to complete the Intervention activities via video conference or a prerecorded instructional video

If using the print version of ThinkUp! ELA/R, teachers might review the TE Intervention activities and:

- provide students with written or recorded instructions and other needed materials (e.g., graphic organizers, note cards) to complete the Intervention activities at home independently or with peers via video conference.

If using the online version of ThinkUp! ELA/R, teachers might review the TE Intervention activities and:

- assign the Intervention activities in the online platform for students to complete independently or collaboratively with peers via video conference.

Extension

The purpose of the *Extension* component is to provide students an opportunity to connect with and to explore the content of the unit in a new context.

If using the print or online version, teachers might:

- read and discuss the Extension task/activity with students during a small-group or large-group online meeting or using a prerecorded instructional video. If Performance Task or Literacy Project ensure that students understand the instructions and have access to all needed materials and strategies for completing the task/activity. If Listening or Research activity, have students complete the activity and debrief during small-group or large-group meetings.
- schedule online sessions for students to share or present the writing or other product they created based on the Extension task/activity.

If using the print version of ThinkUp! ELA/R, teachers might:

- have students access the Extension task/activity in SEs to complete independently or collaboratively with peers via videoconference, ensuring students understand the instructions and have access to all needed materials and strategies for completing the task/activity.

If using the online version of ThinkUp! ELA/R, teachers might:

- assign the Extension task/activity to students in the online platform to complete independently or collaboratively with peers via video conference, ensuring students understand the instructions and have access to all needed materials and strategies for completing the task/activity.