



# ThinkUp!<sup>TM</sup>

## ELA

Teacher Guide for using  
ThinkUp! ELA/R with a  
**Hybrid Instruction Model**



# Teacher Guide for Using ThinkUp! ELA/R with a Hybrid Instruction Model

This guide contains two options for implementing the components of ThinkUp! ELA/R units in a hybrid model which includes in-school instruction for cohorts of students and to provide learning opportunities and at-home learning. The options are applicable 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 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**.

The first option includes this lesson cycle.

## **Day 1: In-school Instruction**

*Getting Started:* Implement Learning Target, 9 Traits of Critical Thinking; introduce standards-based vocabulary and implement a Vocabulary Activity.

## **Day 2: At-Home Learning**

Students preview Reader Tips and complete the assigned standards-based Vocabulary Activity.

## **Day 3: In-School Instruction**

*Instruction:* Implement Before During and After questions/Instruction text and items; use the Building Background Knowledge and instruct using a Text-Specific Vocabulary Activity

## **Day 4: At-Home Learning**

Students complete *Assessment* text, items, Reflection prompts, and Revising/Editing items.

## **Day 5: In-School Instruction**

Debrief *Assessment* text items, Reflection prompts, and Revising/Editing items.

## **Day 6: At-Home Learning**

Students reread the *Assessment* text and items, making corrections using text evidence and responding using a constructed-response format.

## **Day 7: In-School Instruction**

Instruct using an *Intervention* activity; implement the *Extension* activity/task.

## **Day 8: At-Home Learning**

Students complete the *Extension* activity.

The second option might be useful when more flexibility is needed.



## 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).

### In-School Instruction

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

- facilitate a whole group discussion of the Learning Target and the Focus for 9 Traits of Critical Thinking

### At-Home Learning

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

- have students complete the Learning Target and the Focus for 9 Traits of Critical Thinking independently. When students return, debrief responses using the suggested responses in the TE.

## 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.

### In-School Instruction

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

- use the Clarifying the Standards in the TE to prepare for guiding students to read and understand the Reader Tips; use the Before, During, and After questions in the TE to support students as they read the Instruction text and respond to the Instruction items.

### At-Home Learning

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

- have students complete the Reflection prompts independently. When students return, debrief responses using the suggested responses in the TE.

## 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.

### In-School Instruction

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

- introduce the unit text using the Building Background Knowledge activity in the TE and Text-Specific Vocabulary using a Vocabulary Activity in the TE and assign the Assessment items and Reflection prompts.
- introduce the Revising/Editing standard(s) addressed in the TE and assign the Revising/Editing Assessment page.

### At-Home Learning

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

- have students read the Assessment text and respond to the Assessment items and Reflection prompts; have students complete the Revising/Editing Assessment page. When students return, debrief responses using the answer grid and the suggested responses in the TE.



## Intervention

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

### In-School Instruction

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

- access the Intervention Activities in the TE and select an activity to use with small groups or individual students who need support for the unit focus standard(s) or the Revising/Editing standard(s).

### At-Home Learning

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

- provide students with instruction and materials for completing an Intervention Activity for the unit focus standard(s) or the Revising/Editing standard(s).

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

- assign the Intervention Activities in the online platform for the unit focus standard(s) or the revising/editing standard(s).

## 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.

### In-School Instruction

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

- introduce the Extension activity, providing an explanation of the expected outcome and strategies for completing the task/activity. If Listening or Research, have students complete the activity and debrief responses. If Performance Task or Literacy Project, have students begin planning for completing the task at home. Ensure that students understand the instructions and have access to all needed materials and strategies for completing the task/activity.

### At-Home Learning

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

- have students access the Performance Task or Literacy Project and complete the task/activity as instructed. When students return, debrief responses and products in small groups or in the large group.