



ThinkUp!TM ELA

to support instruction for
NCSCOS

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How to Use ThinkUp! ELA for Core Content

Updated May 2020

If you plan to implement **ThinkUp! ELA as core content** to support NCSCOS instruction, these resources are a valuable starting point. Here you will find sample lesson plans as well as ideas for integrating ThinkUp! ELA into your school's instructional plan.

Find more [resources and downloadables](#) to help with your implementation plan.

Our Approach

ThinkUp! ELA provides rigorous content that is both research-based and fully aligned to the NCSCOS. Research tells us that student outcomes improve when students learn to think critically, and then learn how to connect that thinking to learning. Each unit in ThinkUp! ELA closely follows this research, equipping teachers to facilitate critical thinking development, connect that thinking to learning, and help students master learning targets.

As former classroom teachers, we share your goal to equip students to think critically and master the content so they are prepared for high-stakes testing, the next grade level, and a career beyond high school. Thank you for allowing Mentoring Minds to partner with you on this educational journey. You are the reason we do what we do!

ELA Lesson Plans for Core Content

Use these lesson plan guides as a starting point if you plan to use ThinkUp! ELA as core content in your classroom. The plans are designed to provide fully aligned, standards-based instruction as students master a new concept over the course of six lessons.

The location for each suggested ThinkUp! ELA unit component is noted as either **Student Edition (SE)** or **Teacher Edition (TE)**.

Before You Begin

1. Use the Table of Contents (TE) to determine which ThinkUp! ELA unit aligns to your district's pacing guide document.
2. Read Clarifying the Standard (TE) for background information and instructional context.
3. Administer the Pre-Assessment found [on our website](#). This data will help you gauge the level of support students will need as they master new concepts.
4. Display the Standard Learning Target (TE) in your classroom to remind students of their focus and what they are trying to accomplish in this unit.
5. Refer to the Extension (TE) and communicate the Home Connection activities with parents. This tool helps parents support their child at home as you guide their development. Many teachers choose to put these activities in a newsletter or post them on their professional website.

Lesson 1

Focus: Introduce the Concept(s)

Time: 60 mins

1. Introduce the Standard Learning Target (SE) to students. (5 minutes)
2. Have students complete the Focus for 9 Traits of Critical Thinking (SE) to become familiar with the focus critical thinking traits for the unit and debrief. (10 minutes)
3. Use the Reader Tips to engage students in a guided discussion as they complete the corresponding Reader Tips page (SE). (15 minutes)
4. Use the Model Reading and Thinking to read the Guided Instructions selection as a class (TE). Students can follow along in the Student Edition (SE). (15 minutes)
5. Use the Debrief the Items (TE) to discuss the assessment questions that follow the Guided Instruction selection using a Think Aloud Approach (SE). (15 minutes)
6. Have students complete the Reflection on My Learning and Reflection on Critical Thinking (SE). (5 minutes)

Lesson 2

Focus: Engage Students in the Learning

Time: 60 mins

1. Complete the Building Background Knowledge activity (TE). (10 minutes)
2. Introduce NCSCOS Vocabulary prior to reading the selection using the Vocabulary Mastery Activities (TE). (10 minutes)
3. Choose a Vocabulary Activity (TE) from the list. (15 minutes)
4. Review the Foundational Skills (TE) information. Have students review and use as a focus while they are reading. (10 minutes)
5. Refer to the Pre-Assessment to guide where you will start with the initial read. Read the text (SE). (ex: If students need scaffolded learning, start with a teacher read aloud. If students have a better grasp, start with a partner read.) (15 minutes)

Lesson 3

Focus: Dig Deeper into Content

Time: 60 mins

1. Review the Text-Specific Vocabulary and choose a Vocabulary Focus activity (TE) to complete. (20 minutes)
2. Have students re-read the Text Selection (SE) in a more independent setting than the previous day. After reading, have students summarize their reading and give examples from the reading that support their summary. (20 minutes)
3. Engage students in an active engagement activity to develop comprehension. One example might be a [Graphic Organizer](#). (20 minutes)

Lesson 4

Focus: Solidify Comprehension

Time: 60 mins

1. Re-read the Text Selection (SE) independently and answer Assessment questions (SE). (20 minutes)
2. Have students complete the Reflection on My Learning and Reflection on Critical Thinking (SE). (10 minutes)
3. Review questions as a group using Selected Response Items analysis and Constructed Response Items analysis (TE). Model how students can identify where to find the answers to the questions. (20 minutes)
4. Introduce the Extension Activity (TE/SE). (5 minutes)

Lesson 5

Focus: Extension/Reflection

Time: 60 mins

1. Students work in varying grouping models to complete the Extension Activity (SE).
2. Have students complete the final Reflection on My Learning and Reflection on My Thinking (SE). Students participate in a roundtable discussion about their learning journey. Ask students to reflect on the unit from beginning to end and to express how their understanding was strengthened and their thinking deepened. (5 minutes)
3. Choose a title from the [Literature Connection](#) (TE) to read aloud if time allows.

Lesson 6

Focus: Support Comprehension

1. Complete an additional Vocabulary Activity (TE) to support acquisition of vocabulary words, both selection-specific and NCSCOS Vocabulary.
2. Have students open to the Assessment (SE), and remind students of strategies related to analyzing and assessing questions.
3. Have students complete the remainder of the Assessment questions.
4. Analyze results of assessment to determine level of concept attainment. Use data to alter lesson for the following day.

How to Use ThinkUp! ELA for Intervention

Updated May 2020

If you plan to implement **ThinkUp! ELA as intervention content** to support NCSCOS instruction, the following resources are a valuable starting point. Here you will find sample lesson plans that are designed to guide intervention instruction for a small group of students or whole class that have not mastered a previously covered concept

Find more [resources and downloadables](#) to help with your implementation plan.

Our Approach

ThinkUp! ELA provides rigorous content that is both research-based and fully aligned to the NCSCOS. Research tells us that student outcomes improve when students learn to think critically, and then learn how to connect that thinking to learning. Each unit in ThinkUp! ELA closely follows this research, equipping teachers to facilitate critical thinking development using the 9 Traits of Critical Thinking to master learning targets.

As former classroom teachers, we share your goal to equip students to think critically and master the content so they are prepared for high-stakes testing, the next grade level, and a career beyond high school. Thank you for allowing Mentoring Minds to partner with you on this educational journey. You are the reason we do what we do!

ELA Lesson Plans for Intervention

Use these Lesson Plan Guides as a starting point if you plan to use ThinkUp! ELA as intervention content in your classroom. These plans are designed to guide intervention instruction for a small group of students needing additional support following unit instruction. These plans are divided into five lessons.

The location for each suggested ThinkUp! ELA unit component is noted as either **Student Edition (SE)** or **Teacher Edition (TE)**.

Before You Begin

1. Use Pre-Assessment and Assessment data to determine the focus for intervention.
2. Use the Table of Contents (TE) to determine which ThinkUp! ELA unit aligns to intervention needs.
3. Read Clarifying the Standard (TE) for background information and instructional context.
4. Display the Standard Learning Target (TE) in your room to remind students of their focus and what they are trying to accomplish in this unit.

Lesson 1

Focus: Revisit the Concept

Time: 30 mins

1. Use the Reader Tips (TE) to revisit the concept. Guide students as they complete the corresponding Reader Tips page (SE). (10 minutes)
2. Use the Model Reading and Thinking to read the Guided Instructions selection as a group using the Debrief the Items (TE). Students can follow along in the Student Edition (SE). (20 minutes)

Lesson 2

Focus: Master Vocabulary

Time: 30 mins

1. Revisit Vocabulary Mastery (TE). Ask students to identify challenging vocabulary from the list and complete a Vocabulary Activity (TE) targeting these words. (10 minutes)
2. Break the Text Selection (SE) into manageable chunks and read together, stopping frequently to debrief and discuss. Search for additional words that pose a challenge. (20 minutes)

Lesson 3

Focus: Reread the Text Selection

Time: 30 mins

1. Provide students with an active engagement activity such as a [graphic organizer](#) to support comprehension as they read. Break the Text Selection (SE) into manageable chunks and read with a partner, stopping frequently to debrief and discuss. (20 minutes)
2. Review the active engagement activity. Use discussions related to the activity as a reflective tool for learning and thinking.

Lesson 4

Focus: Correct Misconceptions

Time: 30 mins

1. Revisit the Text Selection (SE) and invite students to work together to retell or summarize the selection. (10 minutes)
2. Debrief the Assessment (SE) using the Debrief the Items (TE) to identify and correct any previous misconceptions. (20 minutes)

Lesson 5

Focus: Re-Assess

Time: 30 mins

You may find it helpful to reassess students independently using the Text (SE) to monitor progress.

How to Use ThinkUp! ELA for Supplemental Content

Updated May 2020

If you plan to implement **ThinkUp! ELA as supplemental content** to support NCSCOS instruction, the following resources are a valuable starting point. Here you will find sample lesson plans as well as ideas for integrating ThinkUp! ELA into your school's instructional plan.

Find more [resources and downloadables](#) to help with your implementation plan.

Our Approach

ThinkUp! ELA provides rigorous content that is both research-based and fully aligned to the NCSCOS. Research tells us that student outcomes improve when students learn to think critically, and then learn how to connect that thinking to learning. Each unit in ThinkUp! ELA closely follows this research, equipping teachers to facilitate critical thinking development using the 9 Traits of Critical Thinking to master learning targets.

As former classroom teachers, we share your goal to equip students to think critically and master the content so they are prepared for high-stakes testing, the next grade level, and a career beyond high school. Thank you for allowing Mentoring Minds to partner with you on this educational journey. You are the reason we do what we do!

ELA Lesson Plans for Supplemental Content

Use these Lesson Plan Guides as a starting point if you plan to use ThinkUp! ELA as supplemental content in your classroom. The plans are designed to supplement instruction as students master a new concept over the course of six lessons. For each suggested ThinkUp! ELA unit component.

The location for each suggested ThinkUp! ELA unit component is noted as either **Student Edition (SE)** or **Teacher Edition (TE)**.

Before You Begin

1. Use the Table of Contents (TE) to determine which ThinkUp! ELA unit aligns to your pacing guide document for your district.
2. Read Clarifying the Standard (TE) for background information and instructional context.
3. Administer the Pre-Assessment found [on our website](#). This data will help you gauge the level of support students will need as they master new concepts.
4. Display the Standard Learning Target (TE) in your room to remind students of their focus and what they are trying to accomplish in this unit.
5. Refer to the Extension (TE) and communicate the Home Connection activities with parents. This tool helps parents support their child at home as you guide their development. Many teachers choose to put these activities in a newsletter or post them on their professional website.

Refer to our [Suggestions for Integrating ThinkUp!](#) to guide you as you connect our tools with other instructional materials.

(Note: Items labeled with an * can be easily used in conjunction with core material components, making them a '0-minutes' activity.)

Lesson 1

Focus: Introduce the Concept(s)

Time: 20–60 mins

1. *Introduce the Standard Learning Target (SE) to students. (5 minutes)
2. Have students complete the Focus for 9 Traits of Critical Thinking (SE) to become familiar with the focus critical thinking traits for the unit and debrief. (10 minutes)
3. *Use the Reader Tips (TE) to introduce the concept(s). Have students complete the corresponding Reader Tips page (SE). (15 minutes)
4. *Use the Model Reading and Thinking to read the Guided Instructions selection as a class using the Debrief the Items to discuss the assessment questions (TE). Students can follow along in the Student Edition (SE). (20 minutes)
5. Have students complete the Reflection on My Learning and Reflection on Critical Thinking. Facilitate a reflective class discussion (SE). (10 minutes)

Lesson 2

Focus: Engage Students in the Learning

Time: 35–60 mins

1. Complete the Building Background Knowledge activity (TE). (10 minutes)
2. Introduce Text-Specific Vocabulary prior to reading the selection using the Vocabulary Mastery (TE). (10 minutes)
3. *Choose a Vocabulary Activity (TE) from the list. (15 minutes)
4. *Review the Foundational Skills (TE) information. Have students review and use as a focus while they are reading. (10 minutes)
5. Refer to the Pre-Assessment to guide where you will start with the initial read. Read the text (SE). (ex: If students need scaffolded learning, start with a teacher read aloud. If students have a better grasp, start with a partner read.) (15 minutes)

Lesson 3

Focus: Dig Deeper into Content

Time: 20–60 mins

1. *Review the Text-Specific Vocabulary and choose a Vocabulary Focus activity (TE) to complete. (20 minutes)
2. Have students re-read the Text Selection (SE) in a more independent setting than the previous day. After reading, have students summarize their reading and give examples from the reading that support their summary. (20 minutes)
3. *Engage students in an engagement activity to develop comprehension. One example might be a [Graphic Organizer](#). (20 minutes)

Lesson 4

Focus: Solidify Comprehension

Time: 20–60 mins

1. Re-read the Text Selection (SE) independently and answer the Assessment questions (SE). (20 minutes)
2. Have students complete the Reflection on My Learning and Reflection on Critical Thinking (SE). (10 minutes)
3. Review the questions as a group using the Selected Response Items analysis and Constructed Response Items analysis (TE). On question 1, model how students are to identify where they find the answers to the questions. (20 minutes)
4. Introduce the Extension Activity (TE/SE). (5 minutes)

Lesson 5

Focus: Closure

Time: 20–60 mins

1. Students work in varying grouping models to begin the Extension Activity (SE).
2. *Choose a title from the [Literature Connection](#) (TE) to read aloud if time allows.

Lesson 6

Focus: Closure

Time: 20–60 mins

1. Students work in varying grouping models to complete the Extension Activity (SE).
2. Invite students to reflect on their thinking and learning by completing the final Reflection on My Learning and Reflection on My Thinking (SE). Students engage in a roundtable discussion about their learning journey. Have students revisit the unit from beginning to end and share how their understanding was strengthened and their thinking was deepened. (5 minutes)

Addendum

Suggestions for Integrating ThinkUp! ELA

Matching instructional materials is simple if you are using ThinkUp! ELA to supplement other classroom resources. Many components can be combined to create *'zero additional minutes'* time during your instructional day. These possible component sections are shown with an (*).

Steps:

1. Use the **Table of Contents** and **Frequency Chart** in your ThinkUp! ELA Teacher Edition to match each unit's Focus Standard with your district Pacing Guide documents.
2. Use the table below to discover how your ThinkUp! ELA materials will complement other materials used for literacy instruction.

ThinkUp! Component	May Match With:	Possible Solution to Create <i>'Zero Additional Minutes'</i> Time
*Pre-Assessment	Pre-Assessment	Use the ThinkUp! ELA Pre-Assessment or consider selecting a bank of questions from both materials if others are available.
*Standard Learning Target	Key Concept, Essential Question, Target Skill, Introduce the Concept, Student learning goals	Use the Standard Learning Target component during the introduction of the Standards focus alongside other instructional materials..
Critical Thinking Traits Formative Assessment	none	This time should be added after the introduction of the Standard Learning Target to help students connect their learning to the 9 Traits of Critical Thinking .
*Review Reader's Tips	Genre Learning, Introducing Story Structure, Literary Elements	Use the Reader's Tips component section during the introduction of the structure of genre used as the focus for reading instruction.
*Model Reading and Thinking	Listening Comprehension, Interactive Read Aloud, Shared Read,	Choose either the Model Reading and Thinking selection from your ThinkUp! ELA materials or the selection from other instructional materials if provided..
*Debrief the Items	Think Aloud, Read and Respond	Use the Debrief the Items in your ThinkUp! ELA unit to guide students after reading the chosen selection.
*Reflection	Response, Think, Turn, Talk	Use the Reflection on Critical Thinking and Reflection on My Learning prompts to facilitate metacognition after each learning experience.
Building Background Knowledge	Building Schema, Prior Knowledge	Background Knowledge is developed in connection with the reading selection found in the ThinkUp! ELA assessment component.
Vocabulary Mastery: Text Specific Vocabulary	Expand Vocabulary, Pre-Reading, Before Reading, Words in Context	The Text-Specific Vocabulary is introduced in connection with the reading selection found in the ThinkUp! ELA assessment component.

ThinkUp! Component

May Match With:

Possible Solution to Create '*Zero Additional Minutes*' Time

<p>*Vocabulary Mastery: NCSCOS Vocabulary</p>	<p>Academic Vocabulary, Words to Know</p>	<p>If the NCSCOS learning targets match, you will find many of the Standards Vocabulary will also match. Compare the list from your ThinkUp! ELA materials with other instructional materials to create one list. Choose an activity from your available options.</p>
<p>*Foundational Skills</p>	<p>Phonics, Spelling, Word Work, Decoding</p>	<p>Use the Foundational Skills component alongside or in place of instruction and practice from other instructional materials if provided.</p>
<p>Assessment: Read the Text</p>	<p>Anchor Text, Focus Text, Main Selection</p>	<p>The Reading Assessment component is connected to prior components, such as Building Background Knowledge and Text-Specific Vocabulary.</p>
<p>*Assessment: Revising/Editing</p>	<p>Writer's Craft, Writing Process</p>	<p>Use the Revising/Editing Assessment to assess student knowledge gained from ThinkUp! ELA or other instructional materials.</p>
<p>*Extension Activity</p>	<p>Research and Inquiry, Literacy Stations, Centers, Workstations</p>	<p>Based on pre-assessment and other assessment data, the Extension Activity may be used as a student workstation task along with other workstation tasks while you meet with small groups.</p>
<p>*Scoring Criteria</p>	<p>Self-Assess, Rubric</p>	<p>The Scoring Criteria component should be used to evaluate the Extension Activity.</p>
<p>*Home Connection</p>	<p>Parent Involvement, Family Connection</p>	<p>Use the ideas from Home Connection with suggestions from other instructional materials to share with parents and caregivers through classroom newsletters or digital communication apps.</p>
<p>*Literature Connection</p>	<p>Independent Reading, Classroom Library, Self-Selected Reading, Read Aloud</p>	<p>Use the titles listed in the Literature Connection along with titles listed in other instructional materials to create one list. Make decisions regarding its use by comparing the Lexile Level with a student's reading level.</p>