



# ThinkUp!<sup>TM</sup> ELAR

to support instruction for  
**TEKS**

# Contents

- How to Use ThinkUp! ELAR for Core Content.....3
  - Lesson 1.....4
  - Lesson 2.....4
  - Lesson 3.....4
  - Lesson 4.....5
  - Lesson 5.....5
  - Lesson 6.....5
  
- How to Use ThinkUp! ELAR for Supplemental Content .....6
  - Lesson 1.....7
  - Lesson 2.....7
  - Lesson 3.....7
  - Lesson 4.....8
  - Lesson 5.....8
  - Lesson 6.....8
  
- Addendum.....9

# How to Use ThinkUp! ELAR for Core Content

Updated June 2020

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

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

## Our Approach

ThinkUp! ELAR provides rigorous content that is both research-based and fully aligned to the TEKS. 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! ELAR closely follows this research, equipping teachers to facilitate critical thinking development, connect that thinking to learning targets, 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!

## ELAR Lesson Plans for Core Content

Use these lesson plan guides as a starting point if you plan to use ThinkUp! ELAR 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! ELAR 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 how the ThinkUp! ELAR units align to your district's pacing guide.
2. Read Clarifying the TEKS (TE) for background information and instructional context.
3. Read the Focus for the 9 Traits of Critical Thinking (TE) to become familiar with the critical thinking traits for the unit. This will empower you to foster deep thinking in your classroom.
4. 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.
5. Display the TEKS Learning Targets (TE) in your classroom to remind students of their focus and what they are trying to accomplish in this unit.
6. 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 TEKS Learning Targets (SE) to students. (5 minutes)
2. Have students complete the Focus for the 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 Debrief the Items (TE) to discuss the assessment questions that follow the Guided Instruction selections 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 Text-Specific Vocabulary prior to reading the selection using the Vocabulary Mastery (TE). (10 minutes)
3. Choose a Vocabulary Activity (TE) from the list (choose a lower DOK activity first). (15 minutes)
4. Review the Foundational Language Knowledge (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 [Graphic Organizers](#). (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). (5 minutes)
3. Choose an additional story from the [Literature Connection](#) (TE) to build content knowledge. (20 minutes)
4. Review questions as a group, using Selected Response Items analysis and Constructed Response Items analysis (TE). On question 1, model how students can identify where to find the answers to the questions. (10 minutes)
5. Introduce the Performance Task (TE/SE). (5 minutes)
6. Form groups for Intervention.

## Lesson 5

---

### Focus: Extension/Reflection

*Time: 60 mins*

1. Have students work in varying grouping models to complete the Performance Task (SE).
2. Invite students to use the Scoring Criteria (SE) to self-assess their Performance Task.
3. Meet with groups for Intervention (TE) based on data gathered during the learning journey.
4. Have students complete the final Reflection on My Learning and Reflection on Critical Thinking (SE). Students participate in a roundtable discussion about their learning journey. Ask them to reflect on the unit from beginning to end and to express how their understanding was strengthened and their thinking deepened. (5 minutes)
5. Choose a title from the [Literature Connection](#) (TE) to read aloud if time allows.

## Lesson 6

---

### Focus: Support Comprehension

1. Complete another Vocabulary Activity (TE) to support acquisition of vocabulary words, both selection-specific and TEKS-specific vocabulary.
2. Choose an Intervention Activity (TE) not utilized in prior lessons.
3. Have students open to the Assessment (SE), and remind students of strategies rELARted to analyzing and assessing questions.
4. Have students complete the Assessment questions.
5. Analyze results of the assessment to determine the level of concept attainment. Use data to alter the lesson for the following day.

# How to Use ThinkUp! ELAR for Supplemental Content

Updated June 2020

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

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

## Our Approach

ThinkUp! ELAR provides rigorous content that is both research-based and fully aligned to the TEKS. 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! ELAR 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!

## ELAR Lesson Plans for Supplemental Content

Use these lesson plan guides as a starting point if you plan to use ThinkUp! ELAR 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.

The location for each suggested ThinkUp! ELAR 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 how the ThinkUp! ELAR units align to your district's pacing guide.
2. Read Clarifying the TEKS (TE) for background information and instructional context.
3. Read the Focus for the 9 Traits of Critical Thinking (TE) to become familiar with the Critical Thinking Traits for the unit. This will empower you to foster deep thinking in your classroom.
4. 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.
5. Display the TEKS Learning Targets (TE) in your room to remind students of their focus and what they are trying to accomplish in this unit.
6. 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 TEKS Learning Targets (SE) to students. (5 minutes)
2. Have students complete the Focus for the 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 Instruction 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 (choose a lower DOK activity first) (15 minutes)
4. \*Review the Foundational Language Knowledge (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). (Example: 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). (5 minutes)
3. \*Choose an additional story from the Literature Connection (TE) that will build content knowledge. (20 minutes)
4. 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. (10 minutes)
5. Introduce the Performance Task (TE/SE). (5 minutes)
6. Form groups for Intervention

## Lesson 5

---

### Focus: Closure

*Time: 20–60 mins*

1. Students work in varying grouping models to begin the Performance Task (SE).
2. Meet with groups for Intervention (TE) based on data gathered during the learning journey.
3. \*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 Performance Task (SE).
2. Invite students to use the Scoring Criteria (SE) to self-assess their Performance Task.
3. Meet with groups for Intervention (TE) based on data gathered during the learning journey.
4. Invite students to reflect on their thinking and learning by completing the final Reflection on My Learning and Reflection on Critical Thinking (SE). Students participate in a roundtable discussion about their learning journey. Ask them to reflect on the unit from beginning to end and to express how their understanding was strengthened and their thinking was deepened. (5 minutes)

# Addendum

## Suggestions for Integrating ThinkUp! ELAR

Matching instructional materials is simple if you are using ThinkUp! ELAR 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! ELAR 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! ELAR materials will complement other materials used for literacy instruction.

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

ThinkUp! Component

May Match With:

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

<p><b>*Vocabulary Mastery: TEKS Vocabulary</b></p>	<p>Academic Vocabulary, Words to Know</p>	<p>If the <b>TEKS Learning Targets</b> match, many of the <b>TEKS Vocabulary</b> may also match. Compare the list from your ThinkUp! ELAR materials with other instructional materials to create one list. Choose an activity from your available options.</p>
<p><b>*Foundational Language Knowledge</b></p>	<p>Phonics, Spelling, Word Work</p>	<p>Use the <b>Foundational Language Knowledge</b> component alongside or in place of instruction and practice from other instructional materials if provided.</p>
<p><b>Assessment: Read the Text</b></p>	<p>Anchor Text, Focus Text, Main Selection</p>	<p>The <b>Reading Assessment</b> component is connected to prior component sections, such as Building Background Knowledge and Text-Specific Vocabulary.</p>
<p><b>*Intervention</b></p>	<p>Small Group Instruction, Reteach, Rtl</p>	<p>Choose either the <b>Intervention</b> activities from your ThinkUp! ELAR materials or activities from other instructional materials if provided.</p>
<p><b>*Assessment: Revising/Editing</b></p>	<p>Writer's Craft, Writing Process</p>	<p>Use the <b>Revising/Editing Assessment</b> to assess student knowledge gained from ThinkUp! ELAR or other instructional materials.</p>
<p><b>*Assessment: Composition</b></p>	<p>Writing Process</p>	<p>Use the <b>Composition Assessment</b> to assess student knowledge gained from ThinkUp! ELAR or other instructional materials.</p>
<p><b>*Performance Task</b></p>	<p>Research and Inquiry, Literacy Stations, Centers, Workstations</p>	<p>Based on pre-assessment and other assessment data, the <b>Performance Task</b> may be used as a student workstation task along with other workstation tasks while you meet with small groups.</p>
<p><b>*Scoring Criteria</b></p>	<p>Self-Assess, Rubric</p>	<p>The <b>Scoring Criteria</b> component should be used both by teachers and students to evaluate the <b>Performance Task</b>.</p>
<p><b>*Home Connection</b></p>	<p>Parent Involvement, Family Connection</p>	<p>Use the ideas from <b>Home Connection</b> with suggestions from other instructional materials to share with parents and caregivers through classroom newsletters or digital communication apps.</p>
<p><b>*Literature Connection</b></p>	<p>Independent Reading, Classroom Library, Self-Selected Reading, Read Aloud</p>	<p>Use the titles listed in the <b>Literature Connection</b> along with titles in other instructional materials to create one list. Determine which titles to use by comparing the Lexile Levels with a student's reading level.</p>