



ThinkUp!TM

RLA

Instruction support for **TEKS**

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How to Use *ThinkUp! RLA* for Core Content

Updated June 2022

If you plan to implement **ThinkUp! RLA 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! RLA* into your school's instructional plan.

Our Approach

ThinkUp! RLA 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! RLA* 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.

ELAR Lesson Plans for Core Content

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

For each suggested *ThinkUp! RLA* unit component, its location 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! RLA* 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 familiarize yourself 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 in the Teacher Toolbox or 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 min

1. Introduce TEKS Learning Targets (SE) with students. (5 minutes)
2. Have students complete the Focus for the 9 Traits of Critical Thinking (SE) to familiarize them with the focus critical thinking traits for the unit and debrief. (10 minutes)
3. Use the Readers Tips to engage students in a guided discussion as they complete the corresponding Readers Tips page (SE). (15 minutes)
4. Use the Model Reading and Thinking to read the Guided Instruction 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 min

1. Complete the Building Background Knowledge activity (TE). (10 minutes)
2. Introduce Text-Specific Vocabulary prior to reading selection using the Vocabulary Mastery (TE). (10 minutes)
3. Choose a Vocabulary Activity (TE) from the list [choose 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 Pre-Assessment to guide where you will start with the initial read. Read the text (SE). (ex: If students need a lot of scaffolded learning, start with 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 min

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, such as using a graphic organizer, to develop comprehension. (20 minutes)

Lesson 4

Focus: Solidify Comprehension

Time: 60 min

1. Re-read the Text Selection (SE) independently and answer Assessment questions (SE). (20 minute)
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. Go over questions as a group using Selected Response Items analysis and Short 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 min

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 My Thinking (SE). Have students participate in a roundtable discussion about their learning journey. Ask students to reflect on the unit from beginning to end and 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 other 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 related to analyzing and assessing questions.
4. Have students complete the remainder of the Assessment questions in print edition or online.
5. Analyze results of assessment to determine level of concept attainment. Use data to alter lesson for following day.

How to Use *ThinkUp! RLA* for Intervention

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If you plan to implement **ThinkUp! RLA as intervention content** to support TEKS 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

Our Approach

ThinkUp! RLA 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! RLA* 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.

ELA Lesson Plans for Intervention

Use these Lesson Plan Guides as a starting point if you plan to use *ThinkUp! RLA* 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! RLA* 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! RLA* unit aligns to intervention needs.
3. Read Clarifying the TEKS (TE) for background information and instructional context.
4. Display the TEKS 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 min

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 min

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 min

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 min

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 min

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

How to Use *ThinkUp! RLA* for Supplemental Content

Updated June 2022

If you plan to implement **ThinkUp! RLA 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! RLA* into your school's instructional plan.

Our Approach

ThinkUp! RLA 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! RLA* 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.

ELAR Lesson Plans for Supplemental Content

Use these example Lesson plans as a starting point if you plan to use *ThinkUp! RLA* 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! RLA* unit component, its location is noted as either **Student Edition (SE)** or **Teacher Edition (TE)**.

Before You Begin

1. Use Table of Contents (TE) to determine how the *ThinkUp! RLA* 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 familiarize yourself 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 in the Teacher Toolbox or 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. It reminds students of their focus on 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 min

1. *Introduce the TEKS Learning Targets (SE) with students. (5 minutes)
2. Have students complete the Focus for the 9 Traits of Critical Thinking (SE) to familiarize themselves with the focus critical thinking traits for the unit and debrief. (10 minutes)
3. *Use the Readers Tips (TE) to introduce the concept(s). Have students complete the corresponding Readers Tips page (SE). (15 minutes)
4. *Use the Model Reading and Thinking to read the Guided Instructions selection as a class using the Debrief routine 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 min

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 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 a lot of scaffolded learning, start with 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 min

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, such as using a graphic organizer, to develop comprehension. (20 minutes)

Lesson 4

Focus: Solidify Comprehension

Time: 20–60 min

1. Re-read the Text Selection (SE) independently and answer the Assessment questions (SE). (20 minute)
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. Go over the questions as a group using the Selected Response Items analysis and Short 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 min

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 min

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! RLA*

Matching instructional materials is simple if you are using *ThinkUp! RLA* to supplement other classroom resources. Many components can easily 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! RLA* Teacher Edition to match each unit’s Focus TEKS with your district Pacing Guide documents.
2. Use the table below to help you locate matching routines between your *ThinkUp! RLA* materials and other materials used for literacy instruction.

ThinkUp! Component	May Match With:	Possible Solution to Create ‘Zero Additional Minutes’ Time
*Pre-Assessment	Pre-Assessment	Use the <i>ThinkUp! RLA</i> Pre-Assessment
*TEKS Learning Target	Key Concept, Essential Question, Target Skill, Introduce the Concept, Student learning goals	Use the TEKS Learning Target component section during the introduction of the TEKS focus alongside other instructional materials.
Critical Thinking Traits Formative Assessment	none	The Critical Thinking Traits Formative Assessment should be used after the introduction of the TEKS 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 selection from your <i>ThinkUp! RLA</i> materials or the selection from other instructional materials if one is provided.
*Debrief the Items	Think Aloud, Read and Respond	Use the Debrief the Items routine in your <i>ThinkUp! RLA</i> unit to guide students before, during, and 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 used in connection with the reading selection found in the <i>ThinkUp! RLA</i> assessment component.

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