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| **Subject: ELA** | **Grade Level: 7th** | **Campus: Cummings** | **Teacher Name: Stangl/Carroll** |
| TLI.jpg | **Objective/TLW** | **CPQ/TTT** | **TEKS/****ELPS/ CCRS** | **Cognitive Strategy Routine** | **Materials/ Resources** | **Lesson Strategies** | **Student Activity/ Assessment** |
| **Week 1**1st Six Weeks | **TLW:** analyze a persuasive text**Language** **Objective:**       | **CPQ:** How does the author support his claim that athletes should get a high paying salary?**Think-Turn-Talk** **Questions:** See attached organizer | **TEKS:** 7.Fig19E, 7.11**ELPS:**       | **[x]  Making Connections****[ ]  Making Inferences & Predictions****[ ]  Creating Mental Images****[ ]  Asking Questions****[ ]  Determining Importance & Summarizing****[ ]  Monitoring and Clarifying** | **[ ] Text PP#** **Holt 960-961****[ ] Audio/Video Equip** **Power Notes and Video Trailer are available in the online textbook.****[ ] Other**  | **[ ] Lesson Focus/ Readiness** **[x] Group Discussion** **[ ] Media/Tech Presentation** **[x] Guided Practice** **[x] Check for Understanding** **[x] Inquiry Method****[x] Independent Practice** **[x] Teacher Modeling** **[ ] Manipulatives** **[x] Cooperative Learning****[x] Question/Answer** **[ ] Discovery Learning** | TLW read the article "Pro Athletes' Salaries Aren't Overly Exorbitant";discuss several TTT Questions with a partner;Please add your own language objectives depending on thelesson activities and assignments you choose to work with. |
| **Week 2**Choose an item. | **TLW:** analyze a persuasive text**Language** **Objective:**       | **CPQ:** How does the author support his claim that athletes get paid too much?**Think-Turn-Talk** **Questions:** See attached organizer | **TEKS:**      **ELPS:** 4J, 4G, 4K, 3E, 3D, 3G, 1H | **[x]  Making Connections****[ ]  Making Inferences & Predictions****[ ]  Creating Mental Images****[ ]  Asking Questions****[ ]  Determining Importance & Summarizing****[ ]  Monitoring and Clarifying** | **[ ] Text PP# Holt 962-964** **Text Name:Do Professional Athletes Get Paid Too Much?****[x] Other see the Holt Online Textbook for materials** | **[ ] Lesson Focus/ Readiness** **[x] Group Discussion** **[ ] Media/Tech Presentation** **[x] Guided Practice** **[x] Check for Understanding** **[x] Inquiry Method****[x] Independent Practice** **[x] Teacher Modeling** **[ ] Manipulatives** **[x] Cooperative Learning****[x] Question/Answer** **[ ] Discovery Learning** | TLW read the article "Do Professional Athletes Get Paid Too Much?";discuss several TTT questions with a partner;create a chart to compare and contrast the claim and arguments with those presented in the previous text; |
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| **Week 3**Choose Six Weeks | **TLW:** analyze multiple themes in a work of fiction**Language** **Objective:**       | **CPQ:** What lesson can the reader learn from the main `characters in the story?**Think-Turn-Talk** **Questions:** See CPQ/TTT organizer | **TEKS:** 7.6B, 7.Fig.19D, 7.3**ELPS:** 4J, G, 3E, G, 1H**CCRS:**       | **[ ]  Making Connections****[x]  Making Inferences & Predictions****[ ]  Creating Mental Images****[ ]  Asking Questions****[ ]  Determining Importance & Summarizing****[ ]  Monitoring and Clarifying** | **[ ] Text PP# Holt 376-383** **Text Name:A Crush****[x] Other Please refer to the Holt Online Textbook for ancillary materials and resources.** | **[ ] Lesson Focus/ Readiness** **[x] Group Discussion** **[ ] Media/Tech Presentation** **[x] Guided Practice** **[x] Check for Understanding** **[x] Inquiry Method****[x] Independent Practice** **[x] Teacher Modeling** **[ ] Manipulatives** **[x] Cooperative Learning****[x] Question/Answer** **[ ] Discovery Learning** | TLW read the short story "A Crush";discuss several TTT questions with a partner;create a story map to demonstrate understanding of the parts of a story |
| **Week 4**Choose Six Weeks | **TLW:** Analyze the importance of graphical elements on a poem; make complex inferences about poems; summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and aross texts**Language** **Objective:**       | **CPQ:** Which common theme do all three poems express?**Think-Turn-Talk** **Questions:** See attached CPQ/TTT planner | **TEKS:** 7.4A, 7Fig.19D, E**ELPS:** 4G,J; 5G; 3G,H,J | **[x]  Making Connections****[ ]  Making Inferences & Predictions****[ ]  Creating Mental Images****[ ]  Asking Questions****[ ]  Determining Importance & Summarizing****[ ]  Monitoring and Clarifying** | **[ ] Text PP# Holt pp.576-580** **Text Name:Scaffolding, The World Is Not A Pleasant Place To Be, Annabel Lee****[x] Other see Holt Online textbook for resources** | **[ ] Lesson Focus/ Readiness** **[x] Group Discussion** **[ ] Media/Tech Presentation** **[x] Guided Practice** **[x] Check for Understanding** **[x] Inquiry Method****[x] Independent Practice** **[x] Teacher Modeling** **[ ] Manipulatives** **[x] Cooperative Learning****[x] Question/Answer** **[ ] Discovery Learning** | TLW read three poems; create a chart to compare various elements of poetry in the three poems;formulate other language objectives depending on the lesson activities and resources you wil choose. |
| **Subject:** **ELA** | **Grade Level:** **7th** | **Campus:** **Cummings** | **Teacher Name:** **Stangl/Carroll** |
| TLI.jpg | **Objective/TLW** | **CPQ/TTT** | **TEKS/****ELPS/ CCRS** | **Cognitive Strategy Routine** | **Materials/ Resources** | **Lesson Strategies** | **Student Activity/ Assessment** |
| **Week 5 & 6**Choose an item. | **TLW:** explain the influence of setting on plot development; analyze the development of the plot through the internal and external responses of the characters, including their motivation and conflicts**Language** **Objective:** r | **CPQ:** 1. Which internal and external conflicts does Brock’s decision to take a journey outside the dome create? 2.Why does Brock leave the pod again but this time for good?**Think-Turn-Talk** **Questions:** See attached CPQ/TTT planner | **TEKS:** 7.6A, 7.6B, 7.Fig19D, E**ELPS:** 1H, 2I, 2H, 3G,H, 4 I, J, K, 5G**CCRS:**       | **[ ]  Making Connections****[x]  Making Inferences & Predictions****[ ]  Creating Mental Images****[ ]  Asking Questions****[ ]  Determining Importance & Summarizing****[ ]  Monitoring and Clarifying** | **[ ] Text PP# Holt 48-61** **Text Name:The Last Dog****[ ] Workbook** **PP#****[ ] Teacher Master PP#****[x] Audio/Video Equip see Power Notes in online textbook** **[x] Other See the Holt Online Textbook for resources** | **[ ] Lesson Focus/ Readiness** **[x] Group Discussion** **[ ] Media/Tech Presentation** **[x] Guided Practice** **[x] Check for Understanding** **[x] Inquiry Method****[x] Independent Practice** **[x] Teacher Modeling** **[ ] Manipulatives** **[x] Cooperative Learning****[x] Question/Answer** **[ ] Discovery Learning** | ead the story "The Last Dog"; create a Spider Map (see p 48) to analyze the setting of the story;create a plot diagram to determine the elements of plot in the storyAdd your own language objectives depending on the lesson strategies and activities you choose. |