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| **Subject: Reading** | | **Grade Level: 8** | | **Campus: Vela M.S.** | | **Teacher Name: A. Morales** | |
| TLI.jpg | **Objective/TLW** | **CPQ/TTT** | **TEKS/**  **ELPS/ CCRS** | **Cognitive Strategy Routine** | **Materials/ Resources** | **Lesson Strategies** | **Student Activity/ Assessment** |
| **Week 1**  4th Six Weeks | **TLW:** evaluate literary works that share similar themes across cultures;  **Language**  **Objective:** The ELL will expand their reading skills by employing inferential skills | **CPQ:** What is the universal theme these passages have in common?  **Think-Turn-Talk**  **Questions:** Is this how we should treat the elderly? | **TEKS:** 8.3A(S) RC-1  **ELPS:** 4I  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP#** **486-496**  **Text Name:****HOLT Literature**  **Workbook**  **PP#**  **Teacher Master PP#**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** **Making Inferences Planner** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | Students will read "The Old Grandfather & His Little Grandson" and "The Wise Old Woman"  Using I Do, We Do, You Do, the students will complete the Making Inferences Planner in order to determine the answer to the CPQ.  Use TTT question to guide discussion to answer the CPQ after completing Making Inferences Planner  Literary Term - (FRAYER) - Theme |
| **Week 2**  4th Six Weeks | **TLW:** Compare & contrast relationships between purpose & characteristic of poetic forms  **Language**  **Objective:** The ELL will expand reading comprehension by employing inferential skills by making connections. | **CPQ:** What images or ideas do the literary devices in the poem emphasize?  **Think-Turn-Talk**  **Questions:** #1. Identify the literary or sound devices used in these text clues.  #2. What are the characteristics of traditional form?  #3. Which characteristic of traditional form is missing from these poems? | **TEKS:** 8.4A(S)RC2  **ELPS:** 4J  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP# 618-621**  **Text Name:Holt Literature**  **Workbook**  **PP#**  **Teacher Master PP#**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other CMI Worksheet** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | Students will read "The Lessonof the Moth" and "Identity"  Using I Do, We Do, You Do, the students will complete the Creating Mental Images worksheet in order to determine the answer to the CPQ.  Use TTT questions to identify the literary and sound devices in eachof the poems.  After completing the CMI worksheet and TTT questions address the TTT question #2 & #3 in order to determine the poetic form of the poems and compare with traditional form. |
| **Subject:** | | **Grade Level:** | | **Campus:** | | **Teacher Name:** | |
| TLI.jpg | **Objective/TLW** | **CPQ/TTT** | **TEKS/**  **ELPS/ CCRS** | **Cognitive Strategy Routine** | **Materials/ Resources** | **Lesson Strategies** | **Student Activity/ Assessment** |
| **Week 3**  4th Six Weeks | **TLW:** make subtle inferences and draw conclusions  **Language**  **Objective:** The ELL will expand their reading skills by employing inferential skills | **CPQ:** How has science and technology changed the lives of amputees?  **Think-Turn-Talk**  **Questions:** | **TEKS:** 8.10CR) RC3  **ELPS:** 4I  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP# 936-939**  **Text Name:Holt Literature**  **Workbook**  **PP#**  **Teacher Master PP#**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other Extended Anticipation Guide** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | Students will read "Robo-Legs"  Using I Do, We Do, You Do, complete the Before Reading section of the Extended Anticipation Guide.  After reading, complete the After Reading section of the Extended Anticipation Guide.  Have the students answer the CPQ using the Extended Anticipation Guide as a reference and for textual evidence to support their answer. |
| **Week 4**  Choose Six Weeks | **TLW:**  **Language**  **Objective:** | **CPQ:**  **Think-Turn-Talk**  **Questions:** | **TEKS:**  **ELPS:**  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP#**  **Text Name:**  **Workbook**  **PP#**  **Teacher Master PP#**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** |  |

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| TLI.jpg | **Objective/TLW** | **CPQ/TTT** | **TEKS/**  **ELPS/ CCRS** | **Cognitive Strategy Routine** | **Materials/ Resources** | **Lesson Strategies** | **Student Activity/ Assessment** |
| **Week 5**  Choose an item. | **TLW:**  **Language**  **Objective:** | **CPQ:**  **Think-Turn-Talk**  **Questions:** | **TEKS:**  **ELPS:**  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP#**  **Text Name:**  **Workbook**  **PP#**  **Teacher Master PP#**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** |  |
| **Week 6**  Choose Six Weeks | **TLW:**  **Language**  **Objective:** | **CPQ:**  **Think-Turn-Talk**  **Questions:** | **TEKS:**  **ELPS:**  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP#**  **Text Name:**  **Workbook**  **PP#**  **Teacher Master PP#**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** |  |