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| **Subject: Reading** | | **Grade Level: 6th** | | **Campus: Vela/Cummings** | | **Teacher Name: Ayala/Sanchez** | | | |
| 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:** Explore Persuasive text and media | **CPQ:** What are the pro’s about owning a pit-bull?  does the text and image portray the pit-bull as a horrible dog to own? | **TEKS:** 6.10B  **ELPS:** 1H, 2I, 3G, 3J, 4J | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP#** **940-941**  **Text Name:****Holt**  **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** | | Through "I do, We do, You do", read the text "Dangerous Threat? No-Loving Pet" and use the Making Inferences wkst to understand the text.  Through "I do, We do, You do", read the text "Is this the kind of dog you want roaming our streets?" and use the Creating Mental Images wkst to understand the text.  Aca. Voc. (Frayer)-purpose, audience, elements, form, persuasive text, conversational voice | |
| **Week 2**  2nd Six Weeks | **TLW:** Explore Persuasive text and media | **CPQ:** What are the pros about video games?  What are the cons about video games? | **TEKS:** 6.11A  **ELPS:** 1H, 2I, 3G, 3J, 4J | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP# 944-948**  **Text Name:Holt**  **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** | | Through "I do, We do, You do", read the text "What can video games teach us" and use the Making Inferences wkst to understand the text.  Through "I do, We do, You do", read the text "The Violent Side of Video Games" and use the Making Inferences wkst to understand the text. | |
| **Subject: Reading** | | **Grade Level: 6th** | | **Campus: Vela/Cummings** | | **Teacher Name: Ayala/Sanchez** | | | |
| 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:** Explore Persuasive text and media | **CPQ:** In What ways does the author use faulty or fallacious reasoning? | **TEKS:** 6.11B  **ELPS:** 1H, 2I, 3G, 3J, 4J | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP# 973-976**  **Text Name:Holt**  **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** | | Through "I do, We do, You do", read the text "Shine-N-Glow" and use the Making Connections wkst to understand the text. | |
| **Week 4**  4th Six Weeks | **TLW:** Analyze text for topic and theme. | **CPQ:** What is the topic in this folk tale?  What is the theme statement for this folk tale? | **TEKS:** .6.3A, 6.3B  **ELPS:** 1H, 2I, 3G, 3J, 4J | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP# 321-323**  **Text Name:Holt**  **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** | | Through "I do, We do, You do", read the text "Gombei & the Wild Ducks" and use the Making Inferences wkst to understand the text.  Aca. Voc (Frayer)-topic, theme | |
| **Subject:** **Reading** | | **Grade Level:** **6th** | | **Campus:** **Vela/Cummings** | | **Teacher Name:** **Ayala/Sanchez** | | |
| TLI.jpg | **Objective/TLW** | **CPQ/TTT** | **TEKS/**  **ELPS/ CCRS** | **Cognitive Strategy Routine** | **Materials/ Resources** | **Lesson Strategies** | **Student Activity/ Assessment** | |
| **Week 5 & 6**  4th Six Weeks | **TLW:** enarate Connections among literary text | **CPQ:** Based on the narrative poem, what might young people do to avoid being tricked? | **TEKS:** 6.4A, 6.5A, 6.6A, 6.6B, 6.6C  **ELPS:** 1H, 2I, 3G, 3J, 4J | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP# 144-148**  **Text Name:Holt**  **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** | Through "I do, We do, You do", read the text "The Walrus and the Carpenter" and use the Making Connections wkst to understand the text.  Aca. Voc. (Frayer)-compare, contrast, concept, dialect, conversational, voice | |