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| **Subject: ELA** | | **Grade Level: 8** | | **Campus: Cummings** | | **Teacher Name: Crowther** | |
| TLI.jpg | **Objective/TLW** | **CPQ/TTT** | **TEKS/**  **ELPS/ CCRS** | **Cognitive Strategy Routine** | **Materials/ Resources** | **Lesson Strategies** | **Student Activity/ Assessment** |
| **Week 1**  Choose an item. | **TLW:** test over Reading, Math benchmark, science , abd history benchmark  **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 2**  3rd Six Weeks | **TLW:** will how to summarize an expository reading by looking at the text features and finding the main ideasa  **Language**  **Objective:**  8.10, 8.10A, Fig.19E, 8.2B  TLW create a foldable about spiders  with rubric | **CPQ:** Pages p.884-887  1. What is the text structure of an informational text?  "Man Behind Spiderman:  Questions for each subheading.  "Passion For Bugs"  2. How did Kutcher love of insects help him get into the movies?  Perfect Match  3. What did Miller Have to Do to Find the Perfect Spider for the movie, "Spiderman"?  4. What is the main idea of The Man Behind Spiderman?  **Think-Turn-Talk**  **Questions:** Information text What are the important parts of informational text?  2. How did Kutcher get in to the movie industry?  3. How did he find the perfect spider for Spiderman? | **TEKS:** : 8.10, 8.10A, Fig.19E, 8.2B  **ELPS:**  **CCRS:** 2D 4G  3F | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP# 884-887- Introduction**  **The Man Behind Spiderman by Bijal Trivedi**  **892-896**  **Text Name:McDougal**  **Workbook**  **PP#**  **Teacher Master PP#**  **Audio/Video Equip Audio Anthology**  **Teacher Notes**  **Advanced**  **Tech :**    **Other Chart for main ideas and summary** | **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** | ACE{Frayer Model}  Headings  subheadings  sidebars  bulleted lists  TLW will be introduction to the parts of an exlpository read with The History of Hot Dogs, Danger from the Sky, and The Chicago Fire. The will put the parts of informational texts in composition book.  TLW will learn voc. for main reading The Man Behind Spidernan by Bijal Trived  TLW make connections with reading.  2. UseCPQ to read subsections and paraphrase information. Identify main idea and create summary  i |
| **Subject: Robo Legs/Eureka** | | **Grade Level:** | | **Campus:** | | **Teacher Name: r** | |
| TLI.jpg | **Objective/TLW** | **CPQ/TTT** | **TEKS/**  **ELPS/ CCRS** | **Cognitive Strategy Routine** | **Materials/ Resources** | **Lesson Strategies** | **Student Activity/ Assessment** |
| **Week 3**  3rd Six Weeks | **TLW:** analyze an informational reading and recognize how the reading is organized looking for the main idea  **Language**  **Objective:** TLW identify the parts of the organization. They will notice the pattern in the reading and finding the main idea(stated or inferred). | **CPQ:** How did Cameron Clapp, and Rick Springer become athletes even though they don’t have all their limbs?  ROBO-LEGS  EUREKA-What is the most important factor in accidental discoveries?  **Think-Turn-Talk**  **Questions:**  Explain to your partner how Cameron became an athlete even though he had no lower legs.  How did serendipity play a part in a major discovery? | **TEKS:** TEKS: 8.10C, 8.10D, Fig.19C, 8.2A  **ELPS:** 2D4D5G  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP# 939-943**  **Text Name:Holt McDougal**  **Workbook**  **PP#**  **Teacher Master PP#**  **Audio/Video Equip sudio anthology**  **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** | TLW appendage, contaminate, infectious, keener, mobility/frayer model,  TLW will take notes to monitor and clarify text using questions in the teacher guide.  TLW will compare texts using a Venn Diagram  Subject matter  Tone  Organization of ideas of each article. |
| **Week 4**  4th Six Weeks | **TLW:** TLW read a personal persuasive esay. "The Santuary of School" by Lynda Barry  **Language**  **Objective:** TLW l create a cause and effect chart focusing on conditions in Barry's environment to cause her to act as she does.  TLW also interpret imagery in the reading | **CPQ:** Why does Lynda Barry call schools a santuary for some children?  What is Barry's purpose in writing this essay?  **Think-Turn-Talk**  **Questions:** What way was the school safe place for Lynda and other students like her?  Do you think that Lynda Barry accomplished her purpose in writing this essay? | **TEKS:**  Author’s Purpose  • Identify Cause and Effect  TEKS: 8.9, 8.2A, Fig.19E, 8.11, 8.2, 8.13  **ELPS:** 2D3F4G5G  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP# 1014-1020**  **Text Name:Holt-McDougal**  **Workbook**  **PP#**  **Teacher Master PP#**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other 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** | ACE/Frayer Model  essay  persuasive  santuary  nondescrpt  neglect  TLW write a report on the purpose of education in the United States.  (guided Instruction with factual sheets)  What is the difference between a personal essay and an essay based on research? |

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| **Subject:** **ELA** | | **Grade Level:** **8th** | | **Campus:** | | **Teacher Name:** | |
| 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:** r  **Language**  **Objective:** | **CPQ:** W  **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# 1014-1020**  **Text Name:Holt Mcdougal**  **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** | t |
| **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** |  |