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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:** | **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**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **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 | **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?**  **Other see the Holt Online Textbook for materials** | **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 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; |
| **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 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**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP# Holt 376-383**  **Text Name:A Crush**  **Other Please refer to the Holt Online Textbook for ancillary materials and resources.** | **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 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 | **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**  **Other see Holt Online textbook for resources** | **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 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**  **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#**  **Audio/Video Equip see Power Notes in online textbook**  **Other See the Holt Online Textbook for resources** | **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** | 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 story  Add your own language objectives depending on the lesson strategies and activities you choose. |