

The 7 Steps.—John Seidlitz

1. **Teach students what to say when they don't know what to say**
2. **Have students speak in complete sentences**
3. **Randomize & Rotate when calling on students**
4. **Use total response signals**
5. **Use visuals and vocabulary strategies that support your objective**
6. **Have students participate in structured conversations**
7. **Have students participate in structured reading/writing activities**



Clint ISD

English II Calendar 2019-2020

The following calendar does not contain the process standards but are included at the end of this booklet on page 14. The Seidlitz 7 can be found on page 16 and a table version of this calendar is on page 15 for your reference.

This calendar can be used along with the TEKS Resource System (IFD) to plan instruction. Quality instruction aligned with the curriculum at an appropriate level of rigor will ensure that students are successful.

The 3rd and 6th week are short assessments (10 items or less) covering only that 3 week window of instructional time. The 9 weeks assessment is longer (25-40 items); it covers content taught during the full preceding 9 weeks of instructional time. The 9 weeks assessment will potentially include open ended questions. The 3rd and 6th weeks assessment can be taken for a daily grade at your discretion. The 9 weeks exam can be counted as a test grade at teacher discretion and data will be pulled at the campus and district level to support instruction. Please see CISD 3-6-9 Week Checkpoint FAQ.

July 2019 – English II – Clint ISD						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22 Teacher PD	23 Teacher PD	24 Teacher PD	25 Teacher PD	26 Teacher PD	27
28	29 First Day Procedures/Routines	30	31 1B 1E 5B 5/Fig. 19B 7/Fig. 19B 13C **16			

August 2019 – English II – Clint ISD						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16 3-Weeks Exam 2013 Released Test The Custom of the Country	17
18	19 1B 1E 9C 8A 11/Fig. 19B 12/Fig. 19B 13C, **16	20	21	22	23	24
25	26	27	28	29	30	31

Time Frame	Unit(s)	TEKS	Test Date
July 29 - Aug 15 (1st-3 Weeks)	Unit 1: Traveling Through World Literature	1B, 1E, 5B, 5/Fig.19B, 7/Fig.19B, 13C, 16	Aug 16
Aug 19 - Sept 10 (1st-6 Weeks)	Unit 3: Analyzing <u>Informational Texts</u>	1B, 1E, 8A, 9C, 11/Fig.19B, 12/Fig.19B, 13C, 16	Sept 6
Sept 11 - Sept 13 (1st-9 Weeks)	Unit 1: Traveling Through World Literature	1B, 1E, 5B, 5/Fig.19B, 7/Fig.19B	Sept 24/25
Sept 16 - Sept 23 (1st-9 Weeks)	Unit 5A: <u>Genre Connections</u>	Figure 19B (1B, 1E, 5B, 5/Fig.19B, 7/Fig.19B, 8A, 9C, 11/Fig.19B, 12/Fig.19B) 13C, 16	Sept 24/25
Oct 14 - Oct 29 (2nd-3 Weeks)	Unit 3: Analyzing <u>Informational Texts</u>	1B, 1E, 8A, 9C, 11/Fig.19B, 12/Fig.19B, 16D, 16	Oct 30
Nov 4 – Dec 4 (2nd- 6 weeks)	Unit 4: Purposeful <u>Persuasion</u>	1B, 1E, 8A, 10A, 10/Fig.19B, 12/Fig.19B, 16D, 16	Nov 19/20 Interim
Dec 5 - Dec 6 (2nd- 9 weeks)	Unit 3: Analyzing <u>Informational Texts</u>	8A, 9C, 11/Fig.19B, 12/Fig.19B	Dec 16/17
Dec 9 - Dec 13 (2nd- 9 weeks)	Unit 5A: <u>Genre Connections</u>	Figure 19B (1B, 1E, 8A, 9C, 10A, 10/Fig.19B, 11/Fig.19B, 12/Fig.19B) 16	Dec 16/17
Jan 6 - Jan 23 (3rd- 3 weeks)	Unit 2A: Analyzing <u>Poetic Structure</u>	2/Fig.19B, 3A, 3/Fig.19B, 7A, 7/Fig.19B, 17C, 16	Jan 24
Jan 27 - Feb 12 (3rd- 6 weeks)	Unit 1: Traveling Through World Literature	6A, 6/Fig.19B, 7/Fig.19B, 17C, 16	Feb 13
Feb 18 – Feb 20 (3rd- 9 weeks)	Unit 3: Analyzing <u>Informational Texts</u>	8A, 9C, 11/Fig.19B, 12/Fig.19B	March 3/4 Interim
Feb 24 - March 2 (3rd- 9 weeks)	Unit 5A: <u>Genre Connections</u>	Figure 19B (1B, 1E, 2/Fig.19B, 3A, 3/Fig.19B, 6A, 6/Fig.19B, 7A, 7/Fig.19B, 8A, 9C, 10A, 10/Fig.19B, 11/Fig.19B, 12/Fig.19B) 16	March 3/4
March 23 - April 7 (4th- 3 weeks)	EOC BLITZ		N/A
April 9 – April 24 (4th- 6 weeks)	Unit 2B: Deeper Analysis Through <u>Drama</u>	1B, 1E, 2/Fig.19B, 4A, 4/Fig.19B, 13C, 17C, 16	May 1
April 27 - May 27 (4th- 9 weeks)	Unit 5B: College and Career Connections Unit 6: Marshalling Evidence	1B, 1E, 8A, 9C, 11/Fig.19B, 12/Fig.19B, 21B, 22A, 22B, 22C, 23A, 23B, 23C, 23D, 23E, 16	May 28/29

English II Process Standards

(Blue—Tools to Know, Green—Ways to Show)

(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words.

(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.

(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(A) compare and contrast differences in similar themes expressed in different time periods

Figure 19 Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

(B) make complex inferences about text and use textual evidence to support understanding.

(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts

(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.

July 2019

August 2019

Unit 01: Traveling Through World Literature (12 days)

E2.5B analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures

E2.6A evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction

E2.7 explain the function of symbolism, allegory, and allusions in literary works

Unit 03: Analyzing Informational Texts (10 days)

E2.8A analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details

E2.9C make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns

E2.11 evaluate text for the clarity of its graphics and its visual appeal

September 2019 – English II – Clint ISD						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Labor Day	3	4	5	6 6-Weeks Exam	7
		→			2014 Released Test <i>Is Criticism a Four-Letter Word?</i>	
8	9	10	11 1B 1E 5B 5/Fig. 19B 7/Fig. 19B	12	13	14
	→			→		
15	16 Figure 19 B (Paired Selections) **16	17	18	19	20	21
	→					
22	23	24 6-Weeks Exam	25 6-Weeks Exam	26	27	28
	→		2014 Released Test <i>Tehuelche Linguist on Mission to Save Inuit "Fossil Language" Disappearing with the Ice</i>	Data Review		
29	30 Intercession					

October 2019 – English II – Clint ISD						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Intercession	2 Intercession	3 Intercession	4 Intercession	5
6	7 Intercession	8 Intercession	9 Intercession	10 Intercession	11 Intercession	12
13	14 1B 1E 9C 8A 11/Fig. 19B 12/Fig. 19B 16D, **16	15	16	17	18	19
	→					
20	21	22	23	24	25	26
	→					
27	28	29	30 3-Weeks Exam	31 Teacher PD		
	→		2016 Released Test <i>Hot Bread Kitchen</i>			

May 2020

Unit 5B: College and Career Literacy & Unit 6: Inquiring Minds (17 days)

E2.8A analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details

E2.9C make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns

E2.11 evaluate text for the clarity of its graphics and its visual appeal

E2.21B organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs)

E2.22A modify the major research question as necessary to refocus the research plan

E2.22B evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity

E2.22C critique the research process at each step to implement changes as the need occurs and is identified

E2.23A marshals evidence in support of a clear thesis statement and related claims

E2.23B provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view

E2.23C uses graphics and illustrations to help explain concepts where appropriate

E2.23D uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research

E2.23E uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials

June 2020

MAY 2020 – English II – Clint ISD						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	30	4-Weeks Exam 1 (PENDING)	2
3	State Testing 4	State Testing 5	State Testing 6	State Testing 7	State Testing 8	9
10 Mother's Day	State Testing 11	State Testing 12	State Testing 13	State Testing 14	State Testing 15	16
17	18	19	20	21	22	23
24 Memorial Day	25	26	27	9-Weeks Exam 28 (PENDING)	9-Weeks Exam 29	30

JUNE 2020 – English II – Clint ISD						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1 Data Review	2	3	Last Day 4	Teacher PD 5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21 Father's Day	State Testing 22	State Testing 23	State Testing 24	State Testing 25	26	27
28	29	30	1	2	3	4

September 2019

Unit 03: Analyzing Informational Texts... *continued* (5 days)

E2.8A analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details

E2.9C make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns

E2.11 evaluate text for the clarity of its graphics and its visual appeal

Unit 01: Traveling Through World Literature (3 days)

E2.5B analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures

E2.6A evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction

E2.7 explain the function of symbolism, allegory, and allusions in literary works

Unit 05: Genre Connections (6 days)

E2.Fig. 19B make complex inferences about text and use textual evidence to support understanding

October 2019

Unit 03: Analyzing Informational Texts (12 days)

E2.8A analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details

E2.9C make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns

E2.11 evaluate text for the clarity of its graphics and its visual appeal

November 2019 – English II – Clint ISD						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Teacher PD	2
3	4 1B 1E 10A 8A 10/Fig. 19B 12/Fig. 19B 16D, **16	5	6	7	8	9
10	11 Veterans Day	12	13	14	15	16
17	18	19	20	21	22	23
	2019 – 2020 Fall Interim					
24	25 T-Giving	26 T-Giving	27 T-Giving	28 T-Giving	29 T-Giving	30

December 2019 – English II – Clint ISD						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5 9C 8A 11/Fig. 19B 12/Fig. 19B	6	7
8	9 State Testing Figure 19 B (Paired Selections) **16	10 State Testing	11 State Testing	12 State Testing	13 State Testing	14
15	16 2 Weeks Exam 2015 Released Test Helping Others See A Ball to Roll Around	17 9 Weeks Exam	18 Last Day Data Review	19 Break	20 Break	21
22	23 Break	24 Break	25 Break	26 Break	27 Break	28
29	30 Break	31 Break				

March 2020

EOC BLITZ

April 2020

EOC BLITZ (5 days)

Unit 2B: Deeper Analysis Through Drama (10 days)

E2.4A analyze how archetypes and motifs in drama affect the plot of plays

E2.7 explain the function of symbolism, allegory, and allusions in literary works

Unit 5B: College and Career Literacy & Unit 6: Inquiring Minds (21 days)

E2.8A analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details

E2.9C make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns

E2.11 evaluate text for the clarity of its graphics and its visual appeal

E2.21B organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs)

E2.22A modify the major research question as necessary to refocus the research plan

E2.22B evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity

E2.22C critique the research process at each step to implement changes as the need occurs and is identified

E2.23A marshals evidence in support of a clear thesis statement and related claims

E2.23B provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view

E2.23C uses graphics and illustrations to help explain concepts where appropriate

E2.23D uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research

E2.23E uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials

MARCH 2020 – English II – Clint ISD						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
	2019 – 2020 Spring Interim					
8	Intersession 9	Intersession 10	Intersession 11	Intersession 12	Intersession 13	14
15	Spring Brk 16	Spring Brk 17	Spring Brk 18	Spring Brk 19	Spring Brk 20	21
22	EOC Blitz 23	24	25	26	27	28
29	30	31	1	2	3	4

APRIL 2020 – English II – Clint ISD						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	31	1	2	3	4
5	State Testing 6	State Testing 7	ENGLISH II EOC 8	State Testing 9	10	11
				1B 1E 4A 4B/fig. 19B 2/Fig. 19B 13C 17C ***16	Good Friday	
12	Holiday 13	14	15	16	17	18
Easter Sunday						
19	20	21	22	23	24	25
26	1B 1E 5A 9C 11/Fig. 19B 12/Fig. 19B 21B 22A, B, C 23A, B, C, D, E	27	28	29	30	1
						2

November 2019

Unit 04: Purposeful Persuasion (12 days)

E2.8A analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details

E2.10A explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments

December 2019

Unit 04: Purposeful Persuasion... *continued* (3 days)

E2.8A analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details

E2.10A explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments

Unit 03: Analyzing Informational Texts (2 days)

E2.8A analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details

E2.9C make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns

Unit 05: Genre Connections (5 days)

E2.Fig. 19B make complex inferences about text and use textual evidence to support understanding

JANUARY 2020 – English II – Clint ISD						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	31	1 New Year's Day	Break 2	Teacher PD 3	4
5	6 3A 7A 2/Fig. 19B 3/Fig. 19B 7/Fig. 19B 17C **16	7	8	9	10	11
12	13	14	15	16	17	18
19	20 M L King Day	21	22	23	3-Weeks Exam 24	25
26	27 6A 6/Fig. 19B 7/Fig. 19B 17C **16	28	29	30	31	1

FEBRUARY 2020 – English II – Clint ISD						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12 6-Weeks Exam 13	2016 Released Test <i>Wild</i>	14 Valentine's Day	15
16	17 Presidents' Day	18 9C 8A 11/Fig. 19B 12/Fig. 19B	19	20	PD Day 21	22
23	24 Figure 19 B (Paired Selections) **16	25	26	27	28	29

January 2020

Unit 2A: Analyzing Poetic Structure (13 days)

E2.3A analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry

E2.7 explain the function of symbolism, allegory, and allusions in literary works

Unit 01: Traveling Through World Literature (5 days)

E2.6A evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction

E2.7 explain the function of symbolism, allegory, and allusions in literary works

February 2020

Unit 01: Traveling Through World Literature... *continued* (8 days)

E2.6A evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction

E2.7 explain the function of symbolism, allegory, and allusions in literary works

Unit 03: Analyzing Informational Texts (3 days)

E2.8A analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details

E2.9C make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns

E2.11 evaluate text for the clarity of its graphics and its visual appeal

Unit 05: Genre Connections (5 days)

E2.Fig. 19B make complex inferences about text and use textual evidence to support understanding