

## 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 III 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 20 and a table version of this calendar is on page 19 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 will be counted for a grade and data will be pulled at the campus and district level to support instruction.

July 2019- English III – 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 2A 7A 7/Fig. 19B 8A 9C 11/Fig. 19B 13C, **16A			

August 2019 - English III – 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 (PENDING)	17
18	19 1B 1E 2A 5B 5/Fig. 19B 8A 9C 11/Fig. 19B 13C, **16A	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: Beginnings – 1800s	1B, 1E, 2A, 7A, 7/Fig.19B, 8A, 9C, 11/Fig.19B, 13C, 15A	Aug 16
Aug 19 - Sept 5 (1st-6 Weeks)	Unit 2: 1800s – 1860s	1B, 1E, 2A, 5B, 5/Fig.19B, 8A, 9C, 11/Fig.19B, 13C, 15A	Sept 6
Sept 9 - Sept 23 (1st-9 Weeks)	Unit 2: 1800s – 1860s	1B, 1E, 2A, 5B, 5/Fig.19B, 8A, 9C, 11/Fig.19B, 13C, 15A	Sept 24/25
Oct 14 - Oct 29 (2nd-3 Weeks)	Unit 3: 1860s - 1880s	1B, 1E, 2A, 2/Fig.19B, 3A, 3/Fig.19B, 8A, 9C, 9D, 16D, 15A	Oct 30
Nov 4 - Nov 21 (2nd- 6 weeks)	Unit 4: 1880s – 1910s	1B, 1E, 2A, 5B, 5/Fig.19B, 8A, 9C, 11/Fig.19B, 12/Fig.19B, 16D, 15A	Nov 22
Dec 2 - Dec 13 (2nd- 9 weeks)	Unit 4: 1880s – 1910s	1B, 1E, 2A, 5B, 5/Fig.19B, 8A, 9C, 11/Fig.19B, 12/Fig.19B, 16D, 15A	Dec 16/17
Jan 6 - Jan 23 (3rd- 3 weeks)	Unit 5: 1910s – 1930s	1B, 1E, 2A, 2/Fig.19B, 3A, 3/Fig.19B, 5B, 5/Fig.19B, 7A, 7/Fig.19B, 11/Fig.19B, 13C, 16	Jan 24
Jan 27 - Feb 12 (3rd- 6 weeks)	Unit 5: 1910s – 1930s	1B, 1E, 2A, 2/Fig.19B, 3A, 3/Fig.19B, 5B, 5/Fig.19B, 7A, 7/Fig.19B, 11/Fig.19B, 13C, 16	Feb 13
Feb 18 - March 2 (3rd- 9 weeks)	Unit 6: 1930s – 1960s	1B, 1E, 2A, 2/Fig.19B, 4A, 4/Fig.19B, 5B, 5/Fig.19B, 11/Fig.19B, 13C, 17C, 16	March 3/4
March 23 - April 9 (4th- 3 weeks)	Unit 7: 1960s – Present	1B, 1E, 2A, 3A, 3/Fig.19B, 7A, 7/Fig.19B, 10B, 11/Fig.19B, 16D, 16	April 9
April 14 - May 1 (4th- 6 weeks)	Unit 7: 1960s – Present	1B, 1E, 2A, 3A, 3/Fig.19B, 7A, 7/Fig.19B, 10B, 11/Fig.19B, 16D, 15A	May 1
May 4 - May 28 (4th- 9 weeks)	TRS Unit 5B: Reading and Writing for College and Career  TRS Unit 6: Reliability, Validity, and Accuracy	1B, 1E, 8A, 9C, 11/Fig.19B, 12/Fig.19B, 21, 22, 23	May 28/29

# English III 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 general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed

**(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)** analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition

**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: Beginnings—1800s (12 days)

**E3.7** analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works

**E3.8A** analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance

**E3.9C** make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns

**E3.11** evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts)

### Unit 02: 1800s—1860s (10 days)

**E3.5B** analyze the internal and external development of characters through a range of literary devices

**E3.8A** analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance

**E3.9C** make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns

**E3.11** evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts)

September 2019 - English III – Clint ISD						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Labor Day	3	4	5	6 6-Weeks Exam (PENDING)	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24 9-Weeks Exam (PENDING)	25 9-Weeks Exam	26	27 Data Review	28
29	30 intersession					

October 2019 - English III – Clint ISD						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 intersession	2 intersession	3 intersession	4 intersession	5
6	7 intersession	8 intersession	9 intersession	10 intersession	11 intersession	12
13	14 1B 1E 2A 2F (e. 19B) 3A 3F (e. 19B) 5A 9C 9D 16D, **18A	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30 3-Weeks Exam (PENDING)	31 Teacher PD		

## May 2020

### Unit 5B: Reading and Writing for College and Career & Unit 6: Reliability, Validity, and Accuracy (17 days)

**E3.8A** analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance

**E3.9C** make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns

**E3.11** evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts)

**E3.21B** organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs)

**E3.22A** modify the major research question as necessary to refocus the research plan

**E3.22B** 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

**E3.22C** critique the research process at each step to implement changes as the need occurs and is identified

**E3.23A** marshals evidence in support of a clear thesis statement and related claims

**E3.23B** provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view

**E3.23C** uses graphics and illustrations to help explain concepts where appropriate

**E3.23D** uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research

**E3.23E** 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 III – Clint ISD						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	30	6-Weeks Exam 1 (PENDING)	2
3 <small>10 18 6A 9C 11Fig. 19B 12Fig. 19B 21 22 23</small>	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	25  Memorial Day	26	27	9-Weeks Exam 28 (PENDING)	9-Weeks Exam 29	30

JUNE 2020 - English III – Clint ISD						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1	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 02: 1800s—1860s ...continued (14 days)

**E3.5B** analyze the internal and external development of characters through a range of literary devices

**E3.8A** analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance

**E3.9C** make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns

**E3.11** evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts)

## October 2019

### Unit 3: 1860s - 1880s (12 days)

**E3.3A** analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry

**E3.7** analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works

**E3.8A** analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance

**E3.9C** make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns

**E3.9D** synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence

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

December 2019 - English III – Clint ISD						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9 State Testing	10 State Testing	11 State Testing	12 State Testing	13 State Testing	14
15	16 9-Weeks Exam (PENDING)	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

### Unit 7: 1960s – Present (7 days)

**E3.3A** analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry

**E3.7** analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works

**E3.11** evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts)

## April 2020

### Unit 7: 1960s – Present...continued (20 days)

**E3.3A** analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry

**E3.7** analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works

**E3.11** evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts)

MARCH 2020 - English III – Clint ISD						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	9-Weeks Exam 3	9-Weeks Exam 4	5	6	7
	→	(PENDING)				
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	1B 1E 2A 3A 3Fig. 19B 7A 7Fig. 19B 10B 11Fig. 19B 16D **16	23	24	25	26	27
29	30	31	1	2	3	4

APRIL 2020 - English III – Clint ISD						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	31	1	2	3	4
5	State Testing 6	State Testing 7	State Testing 8	State Testing 9	10	11
12	Holiday 13	14	15	16	17	18
Easter Sunday						
19	20	21	22	23	24	25
26	27	28	29	30	1	2

## November 2019

### Unit 4: 1860s—1880s (13 days)

**E3.5B** analyze the internal and external development of characters through a range of literary devices

**E3.8A** analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance

**E3.9C** make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns

**E3.11** evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts)

## December 2019

### Unit 4: 1860s—1880s ...continued (10 days)

**E3.5B** analyze the internal and external development of characters through a range of literary devices

**E3.8A** analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance

**E3.9C** make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns

**E3.11** evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts)

## JANUARY 2020 - English III – 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 1B 1E 2A 2Fig. 19B 3A 3Fig. 19B 5B 5Fig. 19B 7A 7Fig. 19B 11Fig. 19B 13C, **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 (PENDING)	25
26	27	28	29	30	31	1

## FEBRUARY 2020 - English III – 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 5-Weeks Exam 13 (PENDING)	14 Valentine's Day	15	16
16	17 Presidents' Day	18 1B 1E 2A 2Fig. 19B 4A 4Fig. 19B 5B 5Fig. 19B 11Fig. 19B 13C 17C, **16	19	20	PD Day 21	22
23	24	25	26	27	28	29

## January 2020

### Unit 5: 1910s – 1930s (18 days)

**E3.3A** analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry

**E3.5B** analyze the internal and external development of characters through a range of literary devices

**E3.7** analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works

**E3.11** evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts)

## February 2020

### Unit 5: 1910s – 1930s...continued (8 days)

**E3.3A** analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry

**E3.5B** analyze the internal and external development of characters through a range of literary devices

**E3.7** analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works

**E3.11** evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts)

### Unit 6: 1930s – 1960s (8 days)

**E3.4A** analyze the themes and characteristics in different periods of modern American drama

**E3.5B** analyze the internal and external development of characters through a range of literary devices

**E3.11** evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts)