

# English I 2019-2020 Calendar

	3rd 9-weeks				
	Monday- C Day	Tuesday- C Day	Wednesday- A Day	Thursday- B Day	Friday- C Day
Week 1	January 6	January 7	January 8	January 9	January 10
TEKS 1.17C	<p style="text-align: center; color: orange;">PD DAY</p>	<p>I will be able to successfully recall all classroom rules and procedures as we start the new semester.</p> <ul style="list-style-type: none"> <li>- Do Now</li> <li>- Review</li> <li>- R&amp;P: Game Race</li> </ul>	<p>I will be able to identify the different parts of simple and compound sentences.</p> <ul style="list-style-type: none"> <li>- Do Now</li> <li>- Sentence Structure Notes</li> <li>- Fragment Repair Gallery Walk</li> <li>- Exit Ticket</li> </ul> <p>TEKS: 1.17C</p>	<p>I will be able to identify the different parts of simple and compound sentences.</p> <ul style="list-style-type: none"> <li>- Do Now</li> <li>- Sentence Structure Notes</li> <li>- Fragment Repair Gallery Walk</li> <li>- Exit Ticket</li> </ul> <p>TEKS: 1.17C</p>	<p>I will be able to use my knowledge of sentence structure to show my abilities.</p> <ul style="list-style-type: none"> <li>- Do Now</li> <li>- Kahoot</li> <li>- Simple/Compound Sentence Quiz</li> </ul>

<p>Week 2</p> <p>TEKS 1.17C</p>	<p>January 13</p> <p>I will apply my knowledge of simple and compound sentences to the understanding of complex and compound-complex sentences.</p> <ul style="list-style-type: none"> <li>- Do Now</li> <li>- Complex &amp; Compound-complex notes</li> <li>- Exit Ticket</li> </ul>	<p>January 14</p> <p>ELA- 3rd 9 weeks Pull Out</p>	<p>January 15</p> <p>Today I will apply my knowledge of sentence structures to the successful creation of a variety of sentences in my writing.</p> <ul style="list-style-type: none"> <li>- Do Now</li> <li>- Review</li> <li>- Notes (journal gluing)</li> <li>- Sentence Strip Shuffle</li> </ul>	<p>January 16</p> <p>Today I will apply my knowledge of sentence structures to the successful creation of a variety of sentences in my writing.</p> <ul style="list-style-type: none"> <li>- Do Now</li> <li>- Review</li> <li>- Notes (journal gluing)</li> <li>- Sentence Strip Shuffle</li> </ul>	<p>January 17</p> <p>Today I will use my knowledge of sentence structures to create original sentences.</p> <ul style="list-style-type: none"> <li>- Do Now</li> <li>- Prompt: Sentence Creation</li> <li>- Peer diagramming and verification.</li> </ul>
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<p>Week 3</p> <p>TEKS 1.18B</p>	<p>January 20</p> <p>No School- MLK Jr. Day</p>	<p>January 21</p> <p>I will understand basic comma rules for sentence structure.</p> <ul style="list-style-type: none"> <li>- Do Now (Review Complex/CC )</li> <li>- Comma Rules notes</li> <li>- Ya'll Do: Practice</li> </ul>	<p>January 22</p> <p>I will understand basic comma rules for sentence structure.</p> <ul style="list-style-type: none"> <li>- Do Now (Review Complex/C C)</li> <li>- Comma Rules notes</li> <li>- Ya'll Do: Practice</li> </ul>	<p>January 23</p> <p>I will understand basic comma rules for sentence structure.</p> <ul style="list-style-type: none"> <li>- Do Now (Review Complex/C C)</li> <li>- Comma Rules notes</li> <li>- Ya'll Do: Practice</li> </ul>	<p>January 24</p> <p>I will understand basic comma rules for sentence structure.</p> <ul style="list-style-type: none"> <li>- Do Now (Review Complex/CC)</li> <li>- Comma Rules notes</li> <li>- Ya'll Do: Practice</li> </ul>
<p>Week 4</p> <p>TEKS 1.18B</p>	<p>January 27</p> <p>Today I will show my knowledge of comma rules.</p> <ul style="list-style-type: none"> <li>- Do Now</li> <li>- Review</li> <li>- Plickers intro &amp; assignments</li> <li>- Plickers Quiz on comma rules</li> </ul>	<p>January 28</p> <p>English EOC Campus Planning</p> <p>Sub Assignment: TEKS 1.19</p>	<p>January 29</p> <p>4-week Assessment</p>	<p>January 30</p> <p>4-week Assessment</p>	<p>January 31</p> <p>I will use all my learned skills to conquer the sentence structure-comma rules bingo board.</p> <ul style="list-style-type: none"> <li>- Do Now</li> <li>- Bingo Rules &amp; Procedures</li> <li>- Bingo</li> </ul>

<p>Week 5</p> <p>TEKS 1.7 &amp; 1.13C</p>	<p>February 3</p> <p>I will understand figurative language in a literary work.</p> <ul style="list-style-type: none"> <li>- Do Now</li> <li>- Figurative Language Notes</li> <li>- Practice</li> <li>- Exit Ticket</li> </ul>	<p>February 4</p> <p>I will understand figurative language in a literary work.</p> <ul style="list-style-type: none"> <li>- Do Now</li> <li>- Figurative Language Notes</li> <li>- Practice</li> <li>- Exit Ticket</li> </ul>	<p>February 5</p> <p>I will be able to track my assessment data on a Google Sheet to keep track of my strengths and weaknesses.</p> <ul style="list-style-type: none"> <li>- Do Now</li> <li>- Data Intro</li> <li>- Processing</li> </ul>	<p>February 6</p> <p>I will be able to track my assessment data on a Google Sheet to keep track of my strengths and weaknesses.</p> <ul style="list-style-type: none"> <li>- Do Now</li> <li>- Data Intro</li> <li>- Processing</li> </ul>	<p>February 7</p> <p>I will be able to analyze my own assessment data to determine strengths and weaknesses to set a goal for myself.</p> <ul style="list-style-type: none"> <li>- Do Now</li> <li>- Self Analysis</li> <li>- Goal Setting</li> </ul>
<p>Week 6</p> <p>EOC Countdown Week 1</p> <p>TEKS: 1.15</p>	<p>February 10</p> <p>I will apply practiced skills to expository essay composition</p> <ul style="list-style-type: none"> <li>- Do Now</li> <li>- Essay Review</li> <li>- Deconstructing the Prompt</li> <li>- Intro Paragraph</li> </ul>	<p>February 11</p> <p>I will apply practiced skills to expository essay composition</p> <ul style="list-style-type: none"> <li>- Do Now</li> <li>- Essay Review</li> <li>- Heart Map: Body Paragraph Planning</li> </ul>	<p>February 12</p> <p>I will apply practiced skills to expository essay composition</p> <ul style="list-style-type: none"> <li>- Do Now</li> <li>- Essay Review</li> <li>- Heart Map: Body Paragraph Planning</li> </ul>	<p>February 13</p> <p>I will apply practiced skills to expository essay composition</p> <ul style="list-style-type: none"> <li>- Do Now</li> <li>- Essay Review</li> <li>- Heart Map: Body Paragraph Planning</li> </ul>	<p>February 14</p> <p>I will apply practiced skills to expository essay composition</p> <ul style="list-style-type: none"> <li>- Do Now</li> <li>- Essay Review</li> <li>- Conclusion Paragraphs</li> </ul>


<p>Week 7</p> <p>EOC Countdown Week 2</p> <p>TEKS: 1.15</p>	<p>February 17</p> <p>I will use my expository essay to participate in a writing seminar.</p>	<p>February 18</p> <p>I will use my expository essay to participate in a writing seminar.</p>	<p>February 19</p> <p>I will use my expository essay to participate in a writing seminar.</p>	<p>February 20</p> <p>I will use my expository essay to participate in a writing seminar.</p>	<p>February 21</p> <p>I will use my expository essay to participate in a writing seminar.</p>
<p>Week 8</p> <p>EOC Countdown Week 3</p> <p>TEKS: 1.8, 1.9, F.19A, F.19B, 1.5B</p>	<p>February 24</p> <p>I will practice applying my nonfiction skills to informational texts.</p> <ul style="list-style-type: none"> <li>- Do Now</li> <li>- Murder &amp; Mayhem</li> </ul>	<p>February 25</p> <p>I will practice applying my nonfiction skills to informational texts.</p> <ul style="list-style-type: none"> <li>- Do Now</li> <li>- Murder &amp; Mayhem</li> </ul>	<p>February 26</p> <p>I will practice applying my nonfiction skills to informational texts.</p> <ul style="list-style-type: none"> <li>- Do Now</li> <li>- Murder &amp; Mayhem</li> </ul>	<p>February 27</p> <p>I will practice applying my nonfiction skills to informational texts.</p> <ul style="list-style-type: none"> <li>- Do Now</li> <li>- Murder &amp; Mayhem</li> </ul>	<p>February 28</p> <p>I will practice applying my nonfiction skills to informational texts.</p> <ul style="list-style-type: none"> <li>- Do Now</li> <li>- Murder &amp; Mayhem</li> </ul>

<p>Week 9</p> <p>EOC Countdown Week 4</p> <p>TEKS: 1.8, 1.9, F.19A, F.19B, 1.5B</p>	<p>March 2</p> <p>I will practice applying my nonfiction skills to informational texts.</p> <ul style="list-style-type: none"> <li>- Do Now</li> <li>- Murder &amp; Mayhem</li> </ul>	<p>March 3</p> <p>I will practice applying my nonfiction skills to informational texts.</p> <ul style="list-style-type: none"> <li>- Do Now</li> <li>- Murder &amp; Mayhem</li> </ul>	<p>March 4</p> <p>I will practice applying my nonfiction skills to informational texts.</p> <ul style="list-style-type: none"> <li>- Do Now</li> <li>- Murder &amp; Mayhem</li> </ul>	<p>March 5</p> <p>I will practice applying my nonfiction skills to informational texts.</p> <ul style="list-style-type: none"> <li>- Do Now</li> <li>- Murder &amp; Mayhem</li> </ul>	<p>March 6</p> <p>I will practice applying my nonfiction skills to informational texts.</p> <ul style="list-style-type: none"> <li>- Do Now</li> <li>- Murder &amp; Mayhem</li> </ul>
<p>SPRING BREAK!!!</p>	<p>SPRING BREAK!!!</p>	<p>SPRING BREAK!!!</p>	<p>SPRING BREAK!!!</p>	<p>SPRING BREAK!!!</p>	<p>SPRING BREAK!!!</p>

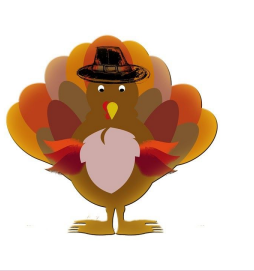
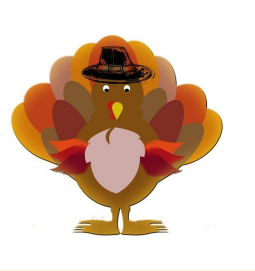
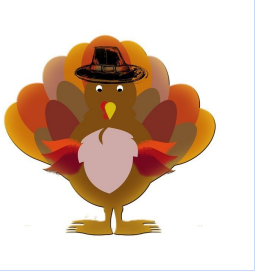
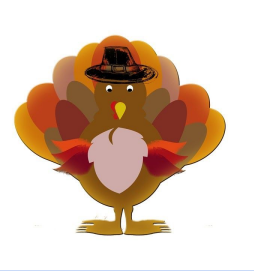
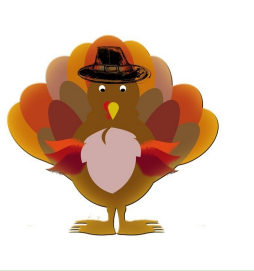
	2nd 9-weeks				
	Monday- C Day	Tuesday- C Day	Wednesday- A Day	Thursday- B Day	Friday- C Day
1st 9 weeks	<p><b>October 7</b> Today I will be able to identify and apply character traits to a variety of people.</p> <p>-Do Now: Voice Lessons: Diction</p> <p>-Intro: Characterization (The Shining vs. Happy Shining)Character Trait Reference Building (handout in Resource Folder)</p> <p>-Exit Ticket: World's Shortest Stories (2):</p>	<p><b>October 8</b> Today I will be able to identify and apply character traits to a variety of people.</p> <p>-Do Now: Voice Lessons: Diction</p> <p>-Intro: Characterization (The Shining vs. Happy Shining)Character Trait Reference Building (handout in Resource Folder)</p> <p>-Exit Ticket: World's Shortest Stories (2):</p>	<p><b>October 9</b></p> <p>9 Week Assessment</p>	<p><b>October 10</b></p> <p>9 Week Assessment</p>	<p><b>October 11</b></p> <p>9 Week Assessment</p>

<p>Week 1</p>	<p>October 14</p> <p>PD DAY</p>	<p>October 15</p> <p>I will be able to make inferences about a character's personality through the analysis of Roald Dahl's "Lamb to the Slaughter."</p> <ul style="list-style-type: none"><li>-Vocab</li><li>-Connotation</li><li>-Denotation</li></ul>	<p>October 16</p> <p>Sub work</p> <p>Inferencing: Investigation Gallery Walk</p>	<p>October 17</p> <p>English I Pull outs</p> <p>Sub work</p>	<p>October 18</p> <p>I will be able to make inferences about a character's personality through the analysis of Roald Dahl's "Lamb to the Slaughter."</p> <ul style="list-style-type: none"><li>-Start reading</li><li>-STEAL W.S</li></ul>
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<p>Week 2</p>	<p>October 21 I will be able to make inferences about a character's personality through the analysis of Roald Dahl's "Lamb to the Slaughter." -Start reading -STEAL Chart</p>	<p>October 22 I will be able to make inferences about a character's personality through the analysis of Roald Dahl's "Lamb to the Slaughter." -STEAL Chart -Project Rubric</p>	<p>October 23 -PSAT TESTING -Characterization sub work</p>	<p>October 24 I can use the information I already know about LTTS and make a prediction about what will happen.  -Story Board</p>	<p>October 25 I can use the information I already know about LTTS and make a prediction about what will happen.  -Story Board</p>
<p>Week 3</p>	<p>October 28 -Heart Map -Truisms</p>	<p>October 29 -Truisms - Pitchforking</p>	<p>October 30 -Theme shuffle with Childrens books -3 stations <ul style="list-style-type: none"> <li>• Identify</li> <li>• Change the ending</li> <li>• Arrange a story</li> </ul> </p>	<p>October 31  -Theme shuffle with Childrens books -3 stations <ul style="list-style-type: none"> <li>• Identify</li> <li>• Change the ending</li> <li>• Arrange a story</li> </ul> </p>	<p>November 1 -LTTS video analysis</p>

Week 4	<p>Nov 4</p> <ul style="list-style-type: none"> <li>Intro to expository</li> <li>-Deconstructing a prompt</li> <li>-Braided Essay</li> <li>-Heart map</li> </ul>	<p>Nov 5</p> <ul style="list-style-type: none"> <li>-CCT Data</li> <li>-Deconstructing a prompt</li> <li>-Braided Essay</li> <li>-Heart map</li> </ul>	<p>Nov 6</p> <ul style="list-style-type: none"> <li>-4 week assessment</li> </ul>	<p>Nov. 7</p> <ul style="list-style-type: none"> <li>-4 week assessment</li> </ul>	<p>Nov. 8</p> <ul style="list-style-type: none"> <li>-Braided Truism</li> </ul>
Week 5	<p>Nov 11</p> <ul style="list-style-type: none"> <li>-Expository Writing</li> </ul>	<p>Nov 12</p> <ul style="list-style-type: none"> <li>-Expository Writing</li> </ul>	<p>Nov 13</p> <ul style="list-style-type: none"> <li>-Expository Writing</li> </ul>	<p>Nov 14</p> <ul style="list-style-type: none"> <li>-Expository Writing</li> </ul>	<p>Nov 15</p> <ul style="list-style-type: none"> <li>-Expository Writing</li> </ul>

Week 6	Nov 18 -Revising & Editing	Nov 19 -Revising & Editing	Nov 20 -Revising & Editing	Nov 21 -Revising & Editing	Nov 22 Revising & Editing
	Nov 25 Thanksgiving Break 	Nov 26 Thanksgiving Break 	Nov 27 Thanksgiving Break 	Nov 28 Thanksgiving Break 	Nov 29 Thanksgiving Break 

<p>Week 7</p>	<p>Dec 2 Write your own Children's Book TEKS: 1.2A, 1.5B, 1.5, 1.8</p> <ul style="list-style-type: none"> <li>- Select a theme</li> <li>- Draft story</li> <li>- Illustration Planning</li> </ul>	<p>Dec 3 Write your own Children's Book TEKS: 1.2A, 1.5B, 1.5, 1.8</p> <ul style="list-style-type: none"> <li>- Select a theme</li> <li>- Draft story</li> <li>- Illustration Planning</li> </ul>	<p>Dec 4 Write your own Children's Book TEKS: 1.2A, 1.5B, 1.5, 1.8</p> <ul style="list-style-type: none"> <li>- Work final drafts</li> <li>- Color</li> <li>- Bind</li> </ul>	<p>Dec 5 Write your own Children's Book TEKS: 1.2A, 1.5B, 1.5, 1.8</p> <ul style="list-style-type: none"> <li>- Work final drafts</li> <li>- Color</li> <li>- Bind</li> </ul>	<p>Dec 6 Write your own story class Presentations. TEKS: 1.2A, 1.5B, 1.5, 1.8</p> <p>-Field Trip Decisions.</p>
<p>Week 8</p>	<p>Dec 9 Children's Story field trip</p> <ul style="list-style-type: none"> <li>- Sub Work</li> </ul>	<p>Dec 10 ENG I EOC</p> <p>Semester Review-Guess Who TEKS: F.19B, 1.5B</p>	<p>Dec 11</p> <p>Semester Review-The Great Sentence Race (Creation/Combination- White boards &amp; teams)</p> <ul style="list-style-type: none"> <li>- Trashketball</li> </ul>	<p>Dec 12 ENG II EOC</p> <p>Semester Review-The Great Sentence Race (Creation/Combination- White boards &amp; teams)</p> <ul style="list-style-type: none"> <li>- Trashketball</li> </ul>	<p>Dec 13 Revising and editing Task Cards</p>

Week 9	Dec 16 Semester Exams	Dec 17 Semester Exams	Dec 18 Semester Exams	Dec 19 Semester Exams	Dec 20 Semester Exam Make Ups
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1st 9-weeks				
Monday- C Day	Tuesday- C Day	Wednesday- A Day	Thursday- B Day	Friday- C Day
<b>August 12 A Day</b> <ul style="list-style-type: none"> <li>• Welcome</li> <li>• Investigative Challenge: Teacher</li> <li>• Toss and talk beach ball</li> <li>• Learner profile grab bag and Funko pop creation</li> <li>• Reflection/ discussion</li> </ul>	<b>August 13 B Day</b> <ul style="list-style-type: none"> <li>• Welcome</li> <li>• Investigative Challenge: Teacher</li> <li>• Toss and talk beach ball</li> <li>• Learner profile grab bag and Funko pop creation</li> <li>• Reflection/ discussion</li> </ul>	<b>August 14 A Day</b> <ul style="list-style-type: none"> <li>• Do Now</li> <li>• Center Intro: expectations</li> <li>• Rotations: Syllabus/Student Survey/Rules &amp; Procedures Scramble/Remind and Google form</li> </ul>	<b>August 15 B Day</b> <ul style="list-style-type: none"> <li>• Do Now</li> <li>• Center Intro: expectations</li> <li>• Rotations: Syllabus/ Student Survey/Rules &amp; Procedures Scramble/ Remind and Google form</li> </ul>	<b>August 16 C Day</b> <p>I will understand global contexts and how they apply to my learning.</p> <ul style="list-style-type: none"> <li>• Do Now: Which word would you use to describe yourself?</li> <li>• Global contexts: news headlines</li> <li>• Foldable for GC &amp; Video</li> </ul>

<p><b>August 19</b>  -I will prepare myself for future learning by setting up my interactive notebook.  -1 Million survey  -Set up INB</p>	<p><b>August 20</b>  -Global Context PPT  -GC foldable</p>	<p><b>August 21</b>  - Map testing</p>	<p><b>August 22</b>  -Map testing  -Letter to my future self</p>	<p><b>August 23</b>  -Map testing  -Letter to my future self</p>
<p><b>August 26</b>  -I will evaluate the usefulness of items to determine their value in terms of survival.  -<a href="#">Intro to Disaster (ppt)</a>  -<a href="#">Ranking survival items</a>  -videos</p>	<p><b>August 27</b>  <b>WITTE FIELD TRIP!!!!</b>  -<a href="#">Sub work</a></p>	<p><b>August 28</b>  I will be able to determine the main idea and supporting details of a nonfiction text.</p> <ul style="list-style-type: none"> <li>• Warm up: How far would you go to survive? What would you give up?</li> <li>• Notes: main idea and supporting details; practice</li> </ul>	<p><b>August 29</b>  I will be able to determine the main idea and supporting details of a nonfiction text.</p> <ul style="list-style-type: none"> <li>• Warm up: How far would you go to survive? What would you give up?</li> <li>• Notes: main idea and supporting details; practice</li> </ul>	<p><b>August 30</b>  I will be able to determine the author's purpose and organizational patterns.</p> <ul style="list-style-type: none"> <li>• Warm Up</li> <li>• Notes on author's purpose and organizational patterns</li> </ul>

		<ul style="list-style-type: none"> <li>• Read Aron Ralston article; circle main idea, highlight supporting details</li> </ul> <p>TEKS: 1.9A, F19B</p>	<ul style="list-style-type: none"> <li>• Read Aron Ralston article; circle main idea, highlight supporting details</li> </ul> <p>TEKS: 1.9A, F19B</p>	<ul style="list-style-type: none"> <li>• Interventions as needed</li> </ul> <p>TEKS: 1.9C, 1.9D, 1.8</p>
<p>September 2 No school</p>	<p>September 3</p> <p>I will be able to determine the Author's purpose and organizational patterns of a nonfiction text.</p> <ul style="list-style-type: none"> <li>-Warm Up</li> <li>-Group article: Juliane Koepcke <ul style="list-style-type: none"> <li>o Using A.P/OP</li> </ul> </li> <li>-Interventions as needed</li> </ul> <p>TEKS: 1.9C, 1.9D, 8</p>	<p>September 4</p> <p>SSR</p> <p>TESTING</p> <p>8A AP</p> <p>9C OP</p> <p>19B IN</p> <p>9A SUM</p> <p>1B VOCAB</p>	<p>September 5</p> <p>SSR</p> <p>TESTING</p> <p>8A AP</p> <p>9C OP</p> <p>19B IN</p> <p>9A SUM</p> <p>1B VOCAB</p>	<p>September 6</p> <p>I will be able to summarize nonfiction texts..</p> <ul style="list-style-type: none"> <li>-Warm Up</li> <li>-Notes: Summarizing,</li> <li>-Read bear attack article</li> <li>-All Learned TEKS to date.</li> </ul>

<p><b>September 9</b> I will be able to determine the Author's purpose and organizational patterns of a nonfiction text. -Warm Up -Group article: Juliane Koepcke     ○ Using A.P/OP -Interventions as needed</p> <p>TEKS: 1.9C, 1.9D, 8</p>	<p><b>September 10</b> -Begin survival interview project -Day 1: come up with personal survival story (brainstorming/writing)</p>	<p><b>September 11</b> Day 2: Survival story (brainstorming/writing)</p>	<p><b>September 12</b> Day 2: Survival story (brainstorming/writing)</p>	<p><b>September 13</b> Day 3: Survival story (brainstorming/writing)</p>
<p><b>September 16</b> Survival story (brainstorming/writing)</p>	<p><b>September 17</b> Survival story (brainstorming/writing)</p>	<p><b>September 18</b> Survival story (brainstorming/writing)</p>	<p><b>September 19</b> Survival story (brainstorming/writing)</p>	<p><b>September 20</b> Survival story (brainstorming/writing)</p>
<p><b>September 23</b> Survival story (brainstorming/writing)</p>	<p><b>September 24</b> Survival story (brainstorming/writing)</p>	<p><b>September 25</b> Survival story (brainstorming/writing)</p>	<p><b>September 26</b> <i>End of Survival Unit</i> Complete interviews/newspaper article</p>	<p><b>September 27</b> <i>End of Survival Unit</i> Complete interviews/newspaper article</p>



<p><b>September 30 (Fiction Unit)</b> I will be able to make inferences from different sources i.e. videos and images. -Do Now: 19B Image: Written response  -Discussion: 19B: Connections and background knowledge  -Practice: (Class/group/partner )  -Exit Ticket: Video: Written response (post-it)</p>	<p><b>October 1</b> I will be able to make inferences from different sources i.e. videos and images. -Do Now: 19B Image: Written response  -Discussion: 19B: Connections and background knowledge  -Practice: (Class/group/partner)  -Exit Ticket: Video: Written response (post-it)</p>	<p><b>October 2</b> I will be able to make inferences from various texts and be able to extend the plot line of various story lines.  -Do Now: F. 19B Image:Written response/Discussion (review of F. 19B)  -World's Shortest Stories: Infer what is happening &amp; Extend (What happens next?)  -Exit Ticket: Google form: quick question (F. 19B)</p>	<p><b>October 3</b> I will be able to make inferences from various texts and be able to extend the plot line of various story lines. -Do Now: F. 19B Image: Written response/Discussion (review of F. 19B) -World's Shortest Stories: Infer what is happening &amp; Extend (What happens next?) -Exit Ticket: Google form: quick question (F. 19B)</p>	<p><b>October 4</b> Today I will be able to identify and apply character traits to a variety of people.  -Do Now: Voice Lessons: Diction  -Intro: Characterization (The Shining vs. Happy Shining)  -Character Trait Reference Building (handout in Resource Folder) -Exit Ticket: World's Shortest Stories (2)</p>
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