

Keeping you up to date!

Engaging English

Fall 2012

Volume 2, Issue 1

Are You Ready for a New Year and New SOLs?

Middle School

**8th grade Direct Writing HAT testing
September 20 and 21**

**Achieve Level-Set Pre-test completed
by September 25**

**MAPS testing
September-October**

This special issue gives you all the basics to the new SOLs and what you need to focus on.

Remember, using your resources will be the best thing you can do to prepare yourself and your students.

Look out for the following resources from me:



- Monthly updates about the SOLs
- Bi-Weekly Question Stems
- Monthly Lesson Ideas
- Quarterly Newsletter
- New site for English Teachers
- Reading Strategies page for all content areas
- “Cheat sheet” desk reference card

High School

**10th grade Direct Writing HAT testing
September 20 and 21**

**PSAT testing
October 17**

Sites to Investigate this Nine-Weeks

- ◆ English Teachers Blog Site: <http://blogs.henrico.k12.va.us/hcpsenglish-staff/>
- ◆ State SOL Resources: http://www.doe.virginia.gov/testing/sol/standards_docs/english/review.shtml
- ◆ State Literacy Resources: <http://www.doe.virginia.gov/instruction/english/literacy/index.shtml>
- ◆ State SOL Practice Items: http://www.doe.virginia.gov/testing/sol/practice_items/index.shtml#writing

Do you know what changes are on the new SOLs?

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Special Insert!

Addition of Communication/Media Literacy

- Replaces the Oral Language strand in grades 4-12
- Emphasis is on critical thinking, problem solving, accountability, working in groups, and reaching consensus
- Identify author, audience, content, and purpose of media messages
- Compare/contrast auditory, visual, and written media messages
- Identify persuasive techniques in media messages
- Distinguish between fact and opinion in media messages and text
- 9-12 Review of media for persuasive or rhetorical devices

Changes to Vocabulary

- Use authentic texts, not merely word lists
- Instruction should emphasize common Greek and Latin roots and affixes
- Instruction should include word study in authentic texts and differentiation between denotation and connotation
- Figurative language is addressed in vocabulary (stand-alone items)
- 9-12 vocabulary standards address idioms and allusions - should not be taught in isolation
- SOL assessments will test vocabulary in passages and stand-alone items

Changes to Reading Strand

- Reading is divided into fiction and nonfiction strands
- Fiction includes narrative nonfiction, poetry, and drama
- Instruction in both fiction and nonfiction should include before, during, and after reading strategies
- Both fiction and nonfiction emphasize making inferences and drawing conclusions
- Grades 6-12 Standards include a comparison of forms and genres including fiction and nonfiction texts with a similar topic or theme
- Grade 9 fiction standard includes all literary terms
- Grade 11 fiction standard includes literary movements, archetypal characters, and themes
- SOL tests will emphasize nonfiction reading using both informational and functional passages
- Nonfiction reading includes emphasis on text structures and organizational patterns
- 9-12 nonfiction standards include identification of faulty reasoning
- More nonfiction than fiction questions appear on SOL reading test in grades 5 – 12

Changes to Writing Tests

- Teaching writing is an expectation of every grade, not only “tested” grades
- Each grade level has a composing/revision standard and an editing/grammar standard
- Writing revolves around mode, purpose, audience, and process
- All students should be given practice writing on demand, for shorter time frames, and over extended periods of time
- Teachers need to stress “real life” writing opportunities~ not merely literary analysis
- Emphasis on elaboration, unity, central idea, organization, tone, and voice
- Syntax and sentence variety are emphasized
- Grade 8 prompt - persuasive or expository
- The End-of-Course direct writing prompt is persuasive
- Argumentative, persuasive, and analytical writing is emphasized in 11th and 12th grades
- Students should be able to produce a sound argument, address counterclaims, provide sound reasoning, and come to a just conclusion
- Composing/Written Expression is now one combined domain
- Provide students with opportunities to compose using computer technology/Online Practice SOL Writing Tool
- Self- and peer-editing opportunities for students are essential
- SOL writing does not require 5 paragraphs

Changes to Research Strand

- Research will be tested in writing instead of reading
- Incorporate Media Literacy into research
- Citation of primary and secondary sources begins in grade 6
- Consequences of plagiarism, following ethical and legal guidelines for gathering and using information is emphasized in grades 3-12
- MLA or APA documentation is required in grades 9-12
- Critically evaluate the accuracy, quality, and validity of the information
- Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge

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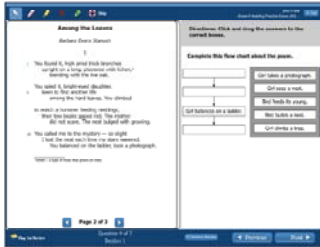
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Look at the difference!

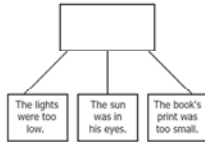
Grade 8 Reading

2012-2013 SOL Test

2009-2010 SOL Test



7 Look at this chart of information from the article.



- Which idea belongs in the empty box?
- A Causes of Weihenmayer's Loss of Sight
 - B Signs that Weihenmayer Was Losing His Sight
 - C Problems Caused by Weihenmayer's Early Loss of Sight
 - D Excuses Weihenmayer Used to Deny His Loss of Sight

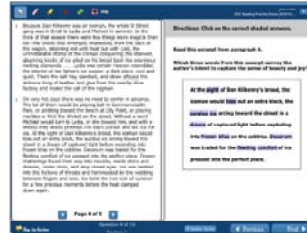
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EOC Reading

2012-2013 SOL Test

2009-2010 SOL Test



- 10 The main purpose of this document is to —
- F amuse
 - G persuade
 - H inform
 - J analyze

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EOC Reading

2012-2013 SOL Test

2009-2010 SOL Test



- 7 Which statement best expresses the **main idea** of this document?
- A The game of horseshoes was created many years ago and is still played today.
 - B Points are scored in horseshoes by trying to pitch a horseshoe toward a stake.
 - C Pitching horseshoes is an ancient sport and an easy game to set up and play.
 - D Driving the stakes is the most difficult part of setting up a horseshoe court.

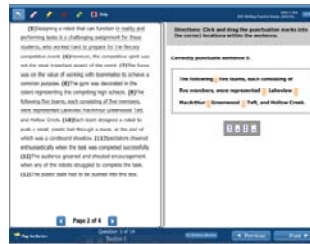
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EOC writing

2012-2013 SOL Test

2009-2010 SOL Test



- 8 In sentence 24, how is **members**, only one correctly written?
- F members. Only one
 - G members; only one
 - H members: only one
 - J As it is

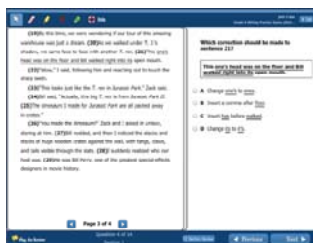
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Grade 8 Writing

2012-2013 SOL Test

2009-2010 SOL Test



- 6 In sentence 26, how is **shadow**, we came face to face correctly written?
- F shadow we came face to face
 - G shadow we came, face to face
 - H shadow we came, face to face,
 - J As it is

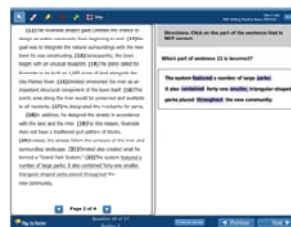
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EOC writing

2012-2013 SOL Test

2009-2010 SOL Test



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Grade 3 Reading

2012-2013 SOL Test

2009-2010 Test

20 What does the word **sprinkle** mean in step 9?

F scatter
G pull
H hang
J clean

- 20 What does the word **sprinkle** mean in step 9?
- F scatter
G pull
H hang
J clean

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Grade 3 Reading

2012-2013 SOL Test

2009-2010 SOL Test

30 Look at the flow chart.

```

    graph TD
      A[Mike puts bait in the crab cages.] --> B[Dad and Mike throw the crab cages into the water.]
      B --> C[ ]
      C --> D[Dad and Mike find many crabs.]
    
```

The chart shows what happens in the story. Which of these belongs in the empty box?

F Dad shows Mike how to steer the boat.
G Dad and Mike leave early in the morning.
H Dad helps Mike pull the crab cages into the boat.
J Dad and Mike reach the right spot to throw the crab cages.

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Grade 5 Reading

2012-2013 SOL Test

2009-2010 SOL Test

14 A student made these notes after reading the article.

Florida About State Flag

- Green - original design of original
- Yellow - white pine
- Blue - blue sky
- Red - red sunset
- White - white clouds
- Green - green grass

Which statement in the notes shows that the student misread the article?

F West Virginia - flowering dogwood
G Maine - white pine
H Mississippi - magnolia
J Hawaii - candelier

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Grade 5 Reading

2012-2013 SOL Test

2009-2010 SOL Test

22 Read this dictionary entry.

advance (ad- vāns') v. 1. To bring forward. 2. To make progress. 3. To raise to a higher position. 4. To give and expect to be paid back.

Which meaning of **advancing** is used in paragraph 10?

F 1
G 2
H 3
J 4

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Grade 5 writing

2012-2013 SOL Test

2009-2010 SOL Test

4 In sentence 16, **family including our dog Rex**, should be written --

F family including, our dog Rex
G family, including our dog Rex,
H family including our dog Rex
J as it is

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General Instructional Practices
The three strands of instruction - Close Reading, Grammar, and Composition - are taught together rather than in isolation.
Lessons are theme based—a variety of fiction and non-fiction is used.
The focus of instruction is skills over content.
Emphasis is on critical thinking, problem solving, and accountability.
Vocabulary Instructional Practices
Lessons use authentic texts, not merely word lists.
Instruction emphasizes common Greek and Latin roots and affixes.
Instruction includes word study in authentic texts.
Instruction includes differentiation between denotation and connotation.
Close Reading Instructional Practices
Richly-Layered Texts are chosen for the skill(s) they teach
Text Annotation is taught, modeled, and expected of students.
The function of literary devices to develop the meaning is valued more than memorizing their definitions in isolation.
Instruction includes before, during, and after reading strategies.
Text study emphasize making inferences and drawing conclusions.
Instruction includes emphasis on text structures and organizational patterns.
Study of media passages includes identification of author, audience, content, persuasive techniques and purpose.
Grammar Instructional Practices
Grammar is taught in the context of professionally-written texts.
Students are held accountable for the grammar they are taught in the writing they produce.
The function of syntactical devices to develop the meaning of a text is valued more than memorizing definitions in isolation.
Writing Instructional Practices
Daily writing opportunities are required.
Writing revolves around mode, purpose, audience, and process
Teachers stress “real life” writing opportunities~ not merely literary analysis
Instruction emphasizes elaboration, unity, central idea, organization, tone, and voice
Syntax and sentence variety are emphasized in lessons
Argumentative, persuasive, and analytical writing is emphasized in high school courses—focus on a sound argument and counterclaims.
Self- and peer-editing opportunities for students are stressed.
Research Instructional Practices
Media Literacy is incorporated into research.
Citation of primary and secondary sources is stressed.
Consequences of plagiarism, following ethical and legal guidelines for gathering and using information, are emphasized.
MLA or APA documentation is incorporated in grades 9-12
Students critically evaluate the accuracy, quality, and validity of the information
Students frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge
Assessment Practices
Assessments focus more on skills than on content.
"Cold" reading passages are used for most major assessments.
Assessments contain question stems sent to teachers from the specialist.
Multiple choice questions contain multiple answers to mimic new SOL tests.

Do Your Students Know the Difference between Text Features and Patterns of Organization? Do You? Here's Your Guide!

“Teachers must become facilitators in their classrooms because when students ask questions and find the answers for themselves, they get involved in their own learning.”

Use of text features:

- Bold-face/ italics
- Use of color type
- Underlining
- Indentation
- Side bars
- Illustrations, graphics, photographs
- Headings and subheadings
- Footnotes and annotations



Patterns of organizing nonfiction texts:

- Chronological or sequential
- Comparison/contrast
- Cause and effect
- Problem-solution
- Generalization or principle (explanation)
- Enumeration or listing
- Concept definition
- Process

Are you using Achieve as your Non-fiction Resource?

Do you know that all English and Reading teachers (regular and exceptional education) all have access to the Achieve resources. NO—you cannot put your students into the program; but, YES—you can use all the resources in the program for your regular classroom instruction. It's as easy as (1)going to the article you want, (2) deciding what grade level(s) you want for your students, (3) clicking Print, (4) Copy articles and activities into your favorite program, (5) putting the items into School Space.

With the English Reading SOLs going to non-fiction texts, it is vital that you use this resource as often as possible. You can easily search the topic of the theme you are teaching to find non-fiction articles to pair with the literature you are familiar with. Just follow these Dos and Don'ts:

DO:	DO NOT:
<ul style="list-style-type: none"> -Log into the system regularly -Use the resources in the program -Use the questions as warm-ups/ quick reviews -Search for articles that go with your unit themes -Print the lesson plan guides for use in your classroom lessons -Print or Copy into School-Space text exercises to use with your students 	<ul style="list-style-type: none"> -Enroll students into the program without permission from the English Specialist --Only RTI students in approved classes (RTI course #1186/1187) may be registered into the program. These are students who... <ul style="list-style-type: none"> <i>are two or more grade levels below the average reading level (consult NWEA scores and chart from training)</i> <i>are just passing or not passing the state test (consult SOL scores—looking for students at 400 or below)</i> <i>have struggled in the regular English classroom</i> -Use this program solely as an online program where students are put on the computer and teachers just watch screens. -Put Achieve articles on unsecure pages/sites—all material is copyrighted!