

Keeping you up to date!

# Engaging English

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## Revisit SAS Curriculum Pathways!

We are always looking for interactive resources and tools for our students. Stop looking and welcome yourself back to **SAS Curriculum Pathways**. Explore these items on the site—you will not regret it:

### Writing/Grammar Interactives

**Writing Planner**—Work through the process of generating ideas and organizing them into a plan for writing. You'll determine your purpose and audience; brainstorm ideas, facts, or opinions; support your ideas...

**Writing Drafter**—Transform your writing plan into the first draft of an essay by developing coherent sentences and paragraphs from the organized ideas in your plan.

**Writing Reviser**—Revise your writing with the help of this tool. It allows you to focus on your purpose and audience, essay structure, and use of written language.

**Punctuation Rules!**—Explore the most common punctuation marks and their uses. You'll learn the basic rules of punctuation; demonstrate the connection between punctuation and meaning; and provide specific words, phrases...

**Sentence Choices**—Improve your editing skills by exploring sentence variety and style.

**Sentence Boundaries**—Improve your editing skills by exploring standard usage and conventions.

**Sentence Sense**—Improve your editing skills by exploring sentence logic, consistency, and clarity.

**Sentence Structure**—Improve your editing skills by exploring sentence structure.

**Word Classes**—Improve your editing skills by exploring word classes and their roles in sentences.

### Reading Interactives

**Vocabulary: Word Origins**—Improve your editing skills by exploring word origins.

**Strategies for Reading Nonfiction**—Use this reading tool to assist you in understanding nonfiction texts. You can analyze sample nonfiction passages or enter your own text.

**Strategies for Reading Poetry**—Read and compare two poems. You'll develop strategies for reading poetry—predicting what you will learn before reading, identifying details and organizing ideas while reading, and explaining ...

**inContext**—Explore reading, writing, and other language arts skills—you'll discover a giant network of terms, definitions, and activities; add your own examples to clarify ...

## Join me on Diigo

### What is Diigo?

Diigo is a free social bookmarking tool created to mimic the ease of taking notes while providing a network for sharing and discovering information.

### What Does Diigo Do?

Diigo allows you to take personal notes and highlight text information on web pages just as you would on a piece of paper. You can then bookmark and save this information for further review, while adding tags to keep everything organized. In bookmarking this information, you can also choose to share with colleagues and friends to allow them to access the web page, view your notes and highlights, and add their own annotations.



### Let's Share!

First, create your own Diigo account (<https://www.diigo.com>). Then, go to the following site: <https://groups.diigo.com/group/hcps-secondary-english>. Click "Apply to join it" and then we can start sharing resources!

## Engaging English

“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.”

## Achieve is still here for your reading and non-fiction needs

As we continue the move toward more non-fiction, it is vital that we have a source to pull such items—Achieve 3000 is one of those sources! Make sure to pull any of the resources, articles, questions, etc. that you want. You just have to put them into your locked School Space or other file sharing system. You may NOT allow public access to any of the Achieve 3000 documents.

### Achieve in the English Classroom

Teachers pull the stories they have always pulled in the past as the core text (i.e. “The Landlady,” “Monkey’s Paw,” and “Pit and Pendulum” for a unit on horror and suspense). Teachers then pull non-fiction articles from Achieve or any other source to expand the study of the themes and ideas presented in the reading (i.e. an article about taxidermy (“The Landlady”), articles on customs associated with superstitions or the dead in different cultures (“Monkey’s Paw”) and an instruction manual on how to create a simple pendulum (“Pit and Pendulum”).

Why? Biographies and Autobiographies are now counted under the Fictional Strand on the State SOLs, thus do not count toward the more rigorous non-fiction instruction needed with the new SOLs.

### Achieve in the Regular Reading Classroom (Teens Read)

Teachers pull units from the blog or create similar units (i.e. the blog unit on “What is the role of a hero or “shero” in a culture”). Teachers create non-fiction units in Achieve to expand the study of the themes and ideas presented in the reading (i.e. My Achieve Hero Unit with the following articles: (1) “A Hudson River Hero”—When pilot Chesley B. “Sully” Sullenberger realized that his plane could no longer fly, he made a quick decision to land it on a river. (2) “A Soldier’s Message of Hope”—The life of a World War 2 prisoner of war is providing inspiration to veterans today. (3) “Saying Thank You to Heroes”—A Jewish organization recently held an event to honor and express gratitude to 60 people who rescued Jews during the Holocaust. (4) “Superman? No—Mailman!”—An Ohio mailman’s heroic acts have saved the lives of three people.

Why? Reading skills and literature study are not the same! Students must learn, practice, and internalize both fiction and non-fiction strategies that are essential life-long learning skills. The process of attacking and understanding non-fiction is much more difficult, but the information is much more accessible and accepted by students.



**Use your resources!**

### Achieve in the RTI Reading Classroom

Teachers preview the Achieve stories for the coming week or create their own units and pull the curriculum keys as their lesson plans. Teachers provide direct instruction on reading strategies using the Achieve curriculum keys. Teachers also conduct guided, whole group lessons and (1) have students answer the first poll and respond to the email; teachers pull students responses up and go over email/letter structures (heading, body, closing) and details to support student opinions; (2) project an on-grade level article and do a think aloud to help students annotate the article in the program. Then, students can pull up the article on their own level, annotate as they read, complete the multiple choice activity and re-answer the poll. Teachers finally conduct whole class discussion on polls and learning.

Why? Achieve 3000 targets students who have trouble “focusing-in” while reading. It provides the annotation stops, m.c. activities and extension thinking and writing activities to bring students up to grade level.

## Important English Dates

September 6	Staff Info Sheet due by 4 p.m.
September 18 & 19	Direct Writing HAT 8 and 10 (County-wide)
September 9-27	Level Set for Achieve Completed
Sept 23-Oct 11	NWEA Testing Window
October 8	HAT Scoring at Henrico Police Training Center
October 14	Staff Development at Freeman High School—8:00-4:00 (Lunch on your own)
October 16	PSAT
December 2-11	Benchmark Testing Window—High Schools
December 11-20	Benchmark Testing Window—Middle Schools
January 6-24	Interim Level Set for Achieve Completed
March 10-21	Writing SOL Testing Window
March 31-May 2	NWEA Testing Window
March 31-May 2	SOL Simulation Testing Window
May 8 (8am)	AP Literature and Composition Exam
May 9 (8am)	AP Language and Composition Exam
May 5-June 6	SOL Testing Window