



Escambia County Public Schools Elementary ELA Updates

Need ELA help? Complete this form <https://bit.ly/ELAAssist>

February
2024-25

P.D. Opportunities

Sunday System training

for grades 2-5 teachers with reading endorsement and ESE teachers**

Thursday, Feb. 13, 2025

from 8:00 a.m.-3:00 p.m.

in room 146 at Spencer Bibbs

[Register with this survey](#)

The ELA Department will provide coding for substitutes.

** Teachers will need to have a Sunday System 1 kit with them during training.

Email Alison Brantley with any questions.

**Need Reading Endorsement?
Need 40 hrs for recertification?**
Go to the [Reading Endorsement Page](#) for information.



Congratulations to our 49th Annual Sandy Sansing Spelling Bee Winners!

2025 Champion

Hannah Huang, 8th-grade student
from Ransom Middle School

2nd place finalist

Mason Shiueh, 6th-grade student from
Brown Barge Middle School

3rd place finalist

Izzak Lewandowski, 5th-grade student
from Myrtle Grove Elementary

ELA Team

K-12 Specialist:
Melissa (Lisa) Marsh

Teachers on Special
Assignment:
Alison Brantley
Jodie Landry-Hoke
Kim Gunn

Literacy Coach:
Tonya DeLorm

Educational Support:
Phyllis McDurmont
Kim Brown

Office Phone:
429-2950

COMING SOON

STAR Mid-spring check-
point March 3-31

Literacy Teacher of the
Year Nomination Forms

3rd Grade Summer
Scholars Applications

Summer PD Schedule

Amira Champion Virtual
Meetings 2:30-3:30 on
Feb. 20 & March 13

ELA Canvas Hub
<https://escambia.instructure.com/enroll/4PLH4D>

**Escambia Literacy
Association Survey
Please!**

<https://bit.ly/3ZoYw4Z>



If you would like students and parents to see how they did on the test, go to your Mastery Tracker after all students have taken it and then in the privacy settings, select these boxes:

Gr_4_ELA_Module_3_End_Updated [\[X\]](#)

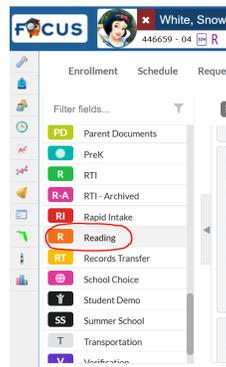
Info Assessment Reports Print Scores Notes/Date Privacy

Options for student/parent reporting:

- HIDE ASSESSMENTS
- HIDE ANSWER KEY
- HIDE ITEM ANALYSIS
- HIDE STUDENT ANSWERS

Save >

Grades 4-5: Update your tracker before you give an assessment to make sure you have the most current assessment.



Don't forget to update 1st grade quarterly decoding probe and intensive interventions on the Reading Tab in FOCUS!

Amira Window Extended to Feb. 21.

All 2nd and 3rd Grade
Students Need to take the
MOY Benchmark Assessment



0.1 ARM= 1 month of growth
A student's ARM score should increase by 0.1 for each month between benchmark assessments.

Remember students should read 2-3 stories per week to make growth.

Maximize Vocabulary Instruction with Morphology

A morpheme is the smallest unit of language. When you teach students that adding an “s” makes a word plural, you are teaching morphology. When students are morpheme-aware, they are able to see word parts and understand how the different parts affect the meaning of the word. Not only does this help with decoding and encoding, but it enhances their vocabulary.

Like=find agreeable; same
 un+like=not the same
 dis+like= doesn’t find agreeable

Did you know?

“A single Latin or Greek root or affix (word pattern) can be found in and aid in the understanding (as well as decoding and encoding) of 20 or more English words.” (Rasinski, Padak, Newton, & Newton, 2008). Sixty percent of English words come from Latin or Greek. Another research statistic is that school texts in grades 3-9 contain approximately 88,500 distinct word families—many of them from Latin and Greek (Nagy and Anderson, 1984).

In other words, teaching morphology maximizes word knowledge! A smart strategy for spelling bee participants is to ask the word origin. This is because it helps them hone in on the spelling pattern based on the language.

HMH Into Reading grades 3-5 contains morphology lessons every week. Other ways to teach vocabulary with Latin and Greek prefixes and suffixes is to start with a list of 10 words that share the

same part. Let students discuss how the words are the same in their spellings and what they have in common in terms of meaning. Then have students write the words and divide them into prefix and root (base), or root and suffix. Ask students to write a simple definition and then discuss other ways to describe the word because this is the way it is tested on FAST.

re + view = see again

What does the prefix *re-* in the word review show about Sarah’s actions? (That she goes back over the passage).

You might also keep a classroom chart of roots (bases), prefixes, and suffixes and add words the class discovers in their reading to the chart. Before adding words—do the division test on the word to be sure it is an example of an affix and a root. Sometimes words have letters that look like an affix, but when you do the division test—it isn’t an affix for that word.

re+ach+able=able to hurt again? No

reach+able=able to reach? Yes.

For a sample list of Greek and Latin word parts students are expected to know in Florida, see page 200 of the [BEST Standards Document](#). Here is an excerpt:

3rd – 5th Grade Sample List			
Root	Meaning	Examples	Origin
ant, anti	against, opposed to, preventative	antagonist, antibiotic	Greek
aqua	water	aquarium, aquatic	Latin
aud	to hear	audiobook, audience	Latin
auto	self	autobiography, autograph	Greek
bio	life	biology, biography	Greek
cent	one hundred	century, percent	Latin
chron	time	chronological, chronic	Greek

Mid-Spring Checkpoint STAR Window set for March 3-31 Required for ALL 3rd Graders (optional for other grades)



Why STAR for grades 3-5?

In addition to updating a student’s ZPD for A.R. and a good cause exemption opportunity in May for third graders, STAR provides an overall picture of a student’s reading ability as it falls on a generally accepted continuum of reading skills. These skills have been aligned to the Florida benchmarks, but in my view, STAR focuses more on the skills needed for comprehension and less on Language Arts as a discipline, like FAST.

Therefore, STAR Reading is a good way to measure if a student is growing in their general reading ability and it helps teachers narrow the cause if the student isn’t performing on grade level on FAST. Is it because they have foundational reading issues, or is it because they don’t know concepts such as how figurative language impacts the meaning of the text or how an author develops a character’s perspective? The STAR instructional planning reports can help personalize instruction to meet student needs.

Wondering if STAR is a good in-between progress monitor? Renaissance compared Florida FAST scores to STAR scores to see if there is a correlation. The reading sample included 34,746 Star Reading students from 200 schools. “The main purpose in linking Star Reading and Star Math to the FAST was to identify Star scores at the time of the state test that are approximately equivalent to the cut-off scores that separate the FAST levels.”

The STAR Technical paper states, "On average, students were correctly classified (i.e., overall classification accuracy) [as proficient or not proficient on FAST] 84% of the time by Star Reading and 83% of the time by Star Math." (*Pathway to Proficiency: Linking Star Reading and Star Math to the Florida Assessment of Student Thinking (FAST) Tests Technical Paper 24-25 SY*) In other words, reading proficiency expectations on STAR line up with the Florida Assessment of Student Thinking, so giving STAR to progress monitor between January and April aids instructional planning to prepare students to do their best on FAST.

You may have noticed that STAR doesn't look the same.

[New Home Page View on Renaissance for Teachers](#)

Administrators can choose the teacher view by clicking on the waffle in the upper right.

