



Escambia County Public Schools Elementary ELA Updates

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



March
2024-25

P.D. Opportunities

Reading Endorsement Competency 3: Assessment

in person course with Canvas assignments.

June 9-12, 8 a.m.-3 p.m.

Pre-requisite: Micro-credential or Comp 1.

To indicate interest complete this

[interest form](#)

Summer Opportunities Coming Soon

Reading Intervention Workshops will be offered during the last two weeks of July.

Need Reading Endorsement?

Need 40 hrs for recertification?

Go to the [Reading Endorsement Page](#)

STAR Mid-Spring Checkpoint Feb. 24 -Mar. 31

Required for ALL 3rd Graders
(optional for other grades)

STAR Reading helps teachers measure reading ability and 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.

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

STAR Mid-spring checkpoint Feb 24– Mar 31

[Literacy Teacher of the Year Nomination Form](#)

3rd Grade Summer Scholars Teaching Applications Open March 24

Summer PD Offered:
July 21-31

Amira Champion Virtual Meeting 2:30-3:30 on March 13

[ELA Canvas Hub](https://escambia.instructure.com/enroll/4PLH4D)
<https://escambia.instructure.com/enroll/4PLH4D>

Escambia Literacy Association Survey Please!

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



WANTED

Hiring 20 Teachers for

3rd Grade Summer Scholars Program

Must be reading endorsed and have a highly effective rating from 2023-2024 school year. See job listing posted on ECPS website after March 24 for hiring rubric and additional considerations. Applicants must complete **both** a Google Form and the ECPS application.

Why Amira in

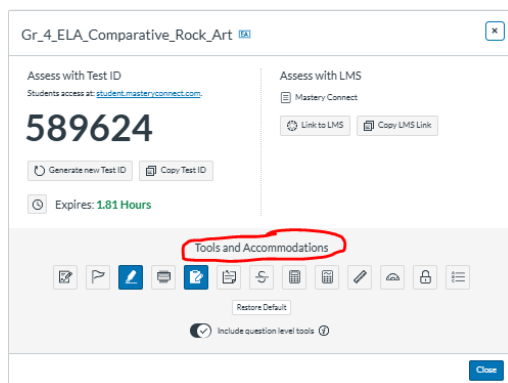
2nd and 3rd grades?



Dr. Timothy Rasinski, literacy researcher and fluency expert, says, "Connie Juel conducted research years ago that found that if children are not proficient readers by the end of first grade, there is an 88 percent chance they'll remain poor readers by the end of fourth grade. When we look at models of reading, such as the one by Jeanne Chall, we see that second and third grade are identified as the ages when children begin developing fluency. If fluency isn't taught or is neglected in second and third grade, many children may fail to cross that bridge to comprehension."



Grades 2, 4 and 5-you can set the highlighter and the notepad tools for students to practice with on Mastery Connect tests. Grade 3 already have tools assigned. Just click "Assess" on the tracker and scroll down.



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

Does Writing Count?

It won't be calculated into school grades this year, but it absolutely counts for students! Through a meta-analysis of 100+ studies, Hebert and Graham identified eight teaching practices involving daily writing that result in improved reading for students. (*Writing to Read: Evidence for How Writing Can Improve Reading, 2010*). Improved reading means improved writing, which allows students to express their thinking in college, career, and life.

Eight instructional writing practices that impact student reading are:

1. Ask students to write in response to texts in every subject area to increase comprehension.
2. Teach students how to write summaries of a text.
3. Have students write notes about a text.
4. Expect students to answer questions about a text in complete sentences; have students write questions about a text and respond.
5. Explicitly teach the process of writing, text structures for writing, and paragraph writing.
6. Teach sentence construction skills (combining, grammar and syntax). Think *Patterns of Power*.
7. Teach spelling skills (written) to enhance decoding skills.
8. Increase how much students write their own texts to deepen their understanding of the work of an author.

Transcription (handwriting and keyboarding) is also an important skill students need for writing fluency. Much like automatic decoding allows the brain to concentrate on content and organization, skilled transcription frees up the writer to think about ideas, organization, relevant evidence and word choice. Students who are not confident with handwriting or typing may be reluctant writers. Asking students to write or type daily in response to reading can strengthen those skills.

Sometimes we see reading and writing as two different subjects, so we teach them separately. Unfortunately, writing instruction gets left behind because we run out of time. But if we incorporate more daily writing in every subject using the practices above, we can get more bang for our buck in terms of literacy achievement. Writing *does* count!

How do you move 6 point writing to 7 or higher?

A 6 pt paper may have	A 9 pt paper may have
Repetitive or inconsistent organizational structure; basic transitions	Logical organizational structure; varied transitions
Elaboration comes mostly from the sources	Elaboration includes original student writing
Lack of appropriate citations; evidence selected does not tightly connect	Relevant evidence from multiple sources-appropriately cited
Basic word choice; simple sentence structure	Vocabulary is well chosen to express ideas clearly; varied sentence structure

Remember, students must integrate evidence from at least two of the sources. They must also embed their original thinking or risk a copy score.

First, make sure students know how to cite appropriately. Students can:

- A) Paraphrase or quote a sentence from a passage and put the paragraph number in parentheses (par. 21)
- B) Begin a sentence with:
According to source 3,
As source 2 states,
The author mentions, “ “
(Title here) shows
(Name of the author) says
- C) Lift a sentence or a phrase and put “ “ around it.

Second, teach students ways to elaborate by integrating original writing. Show how the evidence connects to the central idea or the writer's point by:

- providing an example in another source or from the writer's experience. “For example,”
- pairing up a quote, a fact, or a statistic from one of the other sources—connected with phrases like “In addition”, “To further elaborate”
- writing a description to help the reader imagine and understand how the evidence proves or supports the central idea
- telling a brief story to make the point
- drawing conclusions in the writer's own words about the significance of the evidence.