



Escambia County Public Schools

ELA Web page: <https://www.escambiaschools.org/Page/767>

October
2024-25

Professional Learning Opportunities October 14, 2024

Sunday System (Gr 2-5)

8 a.m.–3 p.m.

Olive Baptist Warrington Campus

Register here:

<https://forms.gle/dbqsRrC5jzr2BwHY9>

ECPS Tier 3 Building

Comprehension Routine (Gr 2-5)

8-11 a.m. Ferry Pass Elementary

Multi-Purpose Room

(please do NOT park at the medical building next door).

Register: TalentEd #47614

Phonics Lesson Library Refresher (Gr 1-2)

8– 9 a.m. Virtual

Register: TalentEd #47615

Screening for Dyslexia Risk and Required Parent Notification (K-5)

9:15-10:15 a.m. Virtual

Register: TalentEd #47624

Phonics Chip Kit Refresher (Gr 1-5)

10:30-11:30 a.m. Virtual

Register: TalentEd #47616

Amira (2-5)

11:45 a.m.-12:45 p.m. Virtual

Register: TalentEd #47620

Fluency Matters

What if, instead of this:

"It is only with the heart that one can see rightly; what is essential is invisible to the eye."

— Antoine de Saint-Exupéry, *The Little Prince*

you read:

It is only with **hurt** that one can see rightly; what is **essenced** is **incredible** to the eye.

Jan Hasbrouck says readers need to read with at least 95% accuracy to comprehend. The *Little Prince* tells his listener that only with love can we realize what is most important to our lives. Making 3 errors means we really won't understand the author's intent.

Knowing vocabulary is important, but first we need to be able to decode the words to recognize them in our word bank.

In addition to accurate decoding, research shows a strong correlation between rate and prosody and test performance. When readers labor over words they don't know, or get lost in complex sentences, their rate slows and brain energy is taxed. Researchers Paige, Rasinski, and Magpuri-Lavell concluded from their work with ninth graders that "students who read with appropriate expression when reading orally tend to have better comprehension."

Fluency should be part of every daily routine in all grades. Just like we practice math facts or basketball shots to perform with ease, we need students to practice reading aloud passages to become automatic, prosodic readers.

Monitoring fluency is important to help students set goals for their practice. In basketball we measure the percent of accurate free throws to gauge improvement. Without practice, the percent won't increase.

Checking for fluency is also a good way to determine if the root cause of a reading difficulty is with foundational skills. If fluency is meeting the norms, then the reading difficulty could be related to vocabulary, text complexity, or literary analysis skills.

The good news is that fluency practice and monitoring is built in to the 90 minute reading block. See page 2 of this newsletter for more!

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

Office Phone:
429-2950

Literacy Rep Meetings:

October 21

January 13

February 10



In Person at Spencer
Bibbs Room 147

Go to the
[Reading Endorsement Page](#)
for ECPS Delivered
Courses

REQUEST
WORKSHOPS

<https://bit.ly/ELAAssist>



Baseline Writing Scoring

Try to [score student writing](#) by October 30 so you know what your students need to work on. Keep handwritten writing in a folder to compare to the Progress Monitoring Task in January. Record scores on a spreadsheet or a chart to track progress. There is no need to enter electronically at this time.



Join our Elementary
ELA Course with

[https://
escambia.instructure.com/
enroll/4PLH4D](https://escambia.instructure.com/enroll/4PLH4D)



Pathway to Progress

90-Minute ELA Block Grade Level Fluency Expectations

Grade Level	Decoding Accuracy/Fluency Monitoring Task	Grade Level Benchmark	Reporting
K	<ul style="list-style-type: none"> ◆ Foundational Skills Tasks (BEST F.1.1, F.1.2, F.1.3, F.1.4) in ESGI 	See the K Standards Based Report Card Rubric for Benchmarks and Scoring	<ul style="list-style-type: none"> • Log in to ESGI from the Core and download Class Total Report at the end of the nine weeks. • Standards Based Report Card
1	<ul style="list-style-type: none"> ◆ 1st Grade Quarterly Decoding Probe ◆ Letter sound, high frequency word fluency, sentence and passage fluency probes (Q3 and Q4) 	<ul style="list-style-type: none"> • Scores a 3 (Independent) or above in all areas • 60 WCPM by Spring with accuracy, expression and phrasing 	<ul style="list-style-type: none"> • FOCUS Reading Tab Update Each Nine Weeks • FOCUS Gradebook Fluency Category
2	<ul style="list-style-type: none"> ◆ Check Amira Stories Read and Tutoring Time/Listen to recordings ◆ 4 fluency probes per quarter 	<ul style="list-style-type: none"> • Amira Reading Mastery 2.8 • 100 WCPM by Spring with accuracy, expression and phrasing 2nd Grade Fluency by Quarter	<ul style="list-style-type: none"> • Find Amira Reports via HMH Ed or Amira link from the Core. Go to Badging Report, choose usage window and export to CSV • FOCUS Gradebook Fluency Category
3	<ul style="list-style-type: none"> ◆ Check Amira Stories Read and Tutoring Time/Listen to recordings ◆ 1 fluency probe per module (linked in addendums) 	<ul style="list-style-type: none"> • Amira Reading Mastery 3.8 • 112 WCPM with accuracy, expression, phrasing, pace 3rd Grade Fluency Rubric	<ul style="list-style-type: none"> • Find Amira Reports via HMH Ed or Amira link from the Core. Go to Badging Report, choose usage window and export to CSV • Canvas/FOCUS Gradebook Foundations Category
4	<ul style="list-style-type: none"> ◆ 1 fluency probe per module (linked in addendums) 	<ul style="list-style-type: none"> • 133 wcpm by Spring with accuracy, expression, phrasing, pace 4th Grade Fluency Rubric	<ul style="list-style-type: none"> • Canvas/FOCUS Gradebook Foundations Category
5	<ul style="list-style-type: none"> ◆ 1 fluency probe per module (linked in addendums) 	<ul style="list-style-type: none"> • 146 WCPM by Spring with accuracy, expression, phrasing, pace 5th Grade Fluency Rubric	<ul style="list-style-type: none"> • Canvas/FOCUS Gradebook Foundations Category

Grades 3-5 Teachers



You can make the assessment and student responses visible through Canvas. AFTER your grade level has given an assessment, go into the privacy settings of the assessment and uncheck "hide assessments" and "hide student answers"

Parents will need to log in with their student to have this view. We recommend keeping the answer key and item analysis hidden. For more directions, join the ELA Canvas Hub. <https://escambia.instructure.com/enroll/4PLH4D>

Options for student/parent reporting:

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

Save >

Answers to Amira FAQ's

- ◆ All Grade 2 and 3 students should practice at least 30 minutes per week (10 minutes per day = 2 stories per day); more if used for RtI.
- ◆ Can be used for grade 4 and 5 Tier 2 fluency intervention.
- ◆ Use Amira as a literacy station *after* teacher small group so they can finish the story they are working on before moving to the next station. This way minutes will be recorded.
- ◆ Academically talented students should practice with Amira too. Amira provides practice up to the 6th grade level.
- ◆ Use the badging report and student trackers to motivate students.
- ◆ Find TONS of RESOURCES at <https://go.amiralearning.com/teacher-resource-hub>