



Escambia County Public Schools Elementary ELA Updates

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

October
2023-24

P.D. Opportunities

Need Reading Endorsement?

Go to the [Reading Endorsement Page](#)

The Literacy Matrix

is available for free to K-12 public and public charter school educators in Florida as a pathway to the Reading Endorsement.

- As seats become available each term, educators who have completed the pre-enrollment form will be notified via email and **registered** during the enrollment period for the upcoming term. Please refer to the Literacy Matrix [website](#) for the 2023-24 Course Schedule.

Literacy Micro-credential

For PreK (public or private) and kindergarten through fifth grade (public) instructional personnel

- Allows instructional personnel to teach intensive reading intervention*
- Satisfies Competency 1 of the Reading Endorsement (for permanently certified teachers)
- Satisfies the 40-hour reading requirement for renewal
- The Elementary Literacy Micro-Credential can be completed in four months.

See this [website](#).

Amira Practice:

All 2nd and 3rd graders should practice with Amira 3 x a week.



Tips for Success:

1. Model how to use Amira and set expectations.
2. Position laptops opposite each other.
3. Teach students to speak only when the microphone is green.
4. Use reports to celebrate progress.
5. Use the script when testing.

Amira Assessment for all grades is **automatically Assigned to students for 3 times a year**

- Assesses:
 - Rapid Automatic Naming
 - Word Recognition
 - Vocabulary
 - Fluency
 - Dyslexia Risk
- Can provide data regarding substantial reading deficiency
- Spring assessment can be used for 3rd grade Good Cause promotion.

Teachers must give students access to Amira in Ed. See the video "Assigning Amira" in the [Amira folder](#) available from the ELA web page.



TutorMe

Free on-line tutoring for students from 3-10 p.m.! See this [document](#) for more information.

ELA Team

K-12 Specialist:
Melissa (Lisa) Marsh

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

Literacy Coach:
Tonya DeLorm

Tutoring Project TSA:
Pam Strubhar

Educational Support:
Phyllis McDurmont

Important Dates

Literacy Rep.
Meetings:
Google Meet
3:00-4:00 p.m.

October 16
November 13
January 8
Links will be sent to designated literacy reps.

Google Classroom
Join Codes:

Science of Reading:
7ubwxbb
Interventions
4q22a4j

Escambia Literacy
Association Survey
Please!

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



Forty-Eighth Annual Sandy Sansing Spelling Bee



The Forty-Eighth Annual Sandy Sansing Spelling Bee will be held in the Washington High School Auditorium on November 30, 2023 at 6:00 p.m. Each school may register one student to participate in the spelling bee. Online school registration forms must be completed and submitted by November 17, 2023 by 4:00 p.m. using the link provided in the Announcement Memo.

Please review the links below for registration and student preparation:

[Announcement Memo](#)

[Practice Lists](#)

[Registration for Spelling Bee 2023-24](#)

[ECPS Spelling Bee Website](#)

[Contest Rules](#)

[Student Eligibility](#)

What is Layer/Tier 3?

Some schools have asked which students need to be scheduled in Functional Reading Skills (Fun Read). Now that we are in the 2nd quarter, we should know who our substantially deficient students are. The first priority is to be sure they are receiving the appropriate Tier 3 intervention during the extra hour of language arts. Then, where possible, students should have their schedules changed to include the Functional Reading Skills course. Regardless of the schedule, Layer or Tier 3 students should receive intensive interventions.

Next, all Layer/Tier 3 students must have a read at home plan. Information for families can be found on the [For Families web page](#).

Who? At any point that a student scores at or below the 10th percentile on STAR, or scores a level 1 on any FAST PM **AND** has an oral reading fluency at or below the 10th percentile on the Hasbrouck-Tindal ORF Norms, (or in kindergarten, student scores a “U” on foundational skills assessed in the ECPS standards-based grading rubric, or in 1st grade the student scores below benchmark on the ECPS Quarterly Decoding Progress Monitoring Probe and does not pass any of the additional foundational skills tasks, the student is considered substantially deficient.

How? Teachers, with the help of the MTSS team, dig deeper into what the data indicates and match the student to an appropriate intervention, which should begin immediately. The intervention must be provided by a reading endorsed or micro-credentialed staff member (under the supervision of a reading endorsed teacher). The student schedule *should* be changed to reflect the FUNCTIONAL READING SKILLS course taught by a reading endorsed teacher. ESE students with a substantial reading deficiency receive Tier 3 interventions in addition to IEP accommodations.

What? Interventions at Layer 3/Tier 3 must have these qualities:

- it must occur daily,
- begin with explicit instruction and review of previous lesson
- be delivered in groups of 1-3 students,
- the number of opportunities for student practice must be increased,
- and corrective feedback must be immediate, direct, and positive.

Tier 3 Interventions with these qualities embedded in their design include Sounds Sensible, SRA Reading Mastery, Souday System. Other interventions can be purposefully intensified to meet a Tier 3 student’s needs with additional preparation and planning.

This column was shared in May, and we are re-printing it because the suggestions are great and teacher tested!

Getting Ready for FAST Writing

by Cheryl Massey

When Jim Allen Elementary was selected as a field test site for the state writing test, we knew that we would have to prepare our 4th graders for writing as we usually do, but we had the added pressure of preparing them to type their essays. Yes, you heard correctly: 9-year-olds need to not only read multiple sources and plan, but also type and revise an essay worthy of being scored.

We found typing websites for them to practice keyboarding (these sites were usually assigned for morning work). We found every opportunity for our students to type. We had them type science vocabulary on Jamboard slides. We had them type book reviews, “I Am Poetry,” SWBSTF, and so much more. Honestly, I noticed that my students were more engaged when they were given the chance to type.

We also noticed that many students didn’t know basic paragraph typing skills. So, as we modeled how to write Argumentative or Expository essays, we demonstrated how to use the tab key for indenting, the spacebar to put space between words. Many students did not realize that after you finished a sentence and put a period, that you needed to hit the spacebar before starting the next sentence. Gradually, over the course of the year, we felt that our students were as ready as could be.

As soon as it became available, we had students go to the FAST website and do practice essays. We wanted them to feel comfortable with the location of the prompt, the sources, highlighting tools, and all the other tools available. The test is 120 minutes, so we exposed them to that as well. On the test day, students logged in to read the prompt and sources and were given a separate planning page. When they were ready, they just started typing as if they knew exactly what they were doing!

