



# Escambia County Public Schools

January  
2023-24

ELA Web page: <http://ecsd-fl.schoolloop.com/elaelementary>

## ELA Team

K-12 Specialist:  
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January 22-26, 2024



## BELIEVE IN YOUR "SHELF"

**BUILDING RESILIENCY THROUGH READING**

Submit your [school plans](#) to Kim Gunn by January 9, 2024 to be included in the district plans sent to Just Read, Florida!

### Mid-Year Writing Samples

Week of Jan. 22-26

- Directions for K-3 to be linked in the addendums.
- Grades 3-5 passages for copying are available to administrators in a shared drive.
- Grades 4 and 5 to be taken on Schoolnet.
- Grades 2-5 may take two 45 minute sessions to complete.
- Keep student writing in a folder to compare to BOY writing and check progress.

## PD Opportunities

Flamingo Literacy Matrix  
Reading Endorsement

1. See [here for a flowchart](#) that shows participants how they can complete the Micro-credential and the Reading Endorsement courses by June of 2024.
2. Educators who already possess reading endorsement or certification can take the micro-credential (Comp 1) for the required 40 hours of reading in-service AND earn the stipend. (They are not eligible for the Comps 2-5 stipend.)
3. Stipends are available for those that complete between July 1, 2023 and June 16, 2024.
4. See this [website](#) for details and pre-enrollment.

### LAST SONDAY

#### SYSTEM TRAINING

of the year

February 19

7:45 a.m.-3:00 p.m.

At Spencer Bibbs

Register in TalentEd Session# 46962

Teachers, please bring a kit  
to the training.

### Literacy Rep. Meetings:

Google Meet  
3:00-4:00 p.m.

Jan. 8

Feb. 12

Mar. 11

Apr. 8

Updated [Florida Read  
at Home Plan](#) available  
at

[https://ecsd-  
fl.schoolloop.com/ela/parents](https://ecsd-fl.schoolloop.com/ela/parents)

Google Classroom  
Join Codes:

**Science of Reading:**

7ubwxb

**Interventions**

4q22a4j

## Community Opportunity

### Emerald Coast Writers Youth Writing and Art Contest

This Year's Theme: "An Open Book"

Seeking original student poetry, fiction, nonfiction (essay, memoir, etc.) drawing, painting or photograph involving books.

Prizes awarded Anthology published

See [www.emeraldcoastwritersinc.org](http://www.emeraldcoastwritersinc.org) "News" for entry rules.

Entries due by March 31st, 2024

Submissions must be made by families\*

through the link on the website (\*student data privacy).



# Why Fluency Matters

The *Simple View of Reading* expresses reading in this way:

$$\text{Decoding (D) x Language Comprehension (LC) = Reading Comprehension (RC)}$$

(Gough and Turner, 1986)

And our B.E.S.T. standards call for students to

**Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.**

*What's the connection?*

Fluency is the bridge between decoding and language comprehension. Accuracy refers to the ability to decode words or pronounce them correctly and automaticity means fast, accurate word recognition. Prosody is the pattern and rhythm of language that indicates a grasp of how our language works.

**Fluency matters because without accurate, automatic decoding, and expressive reading, comprehension is obstructed.**

**So is it a decoding or comprehension deficit?**

Checking for fluency can be 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 difficulty could be related to vocabulary, text complexity, or literary analysis skills.

According to Hasbrouck and Tindal oral reading fluency norms (2017), winter fluency rates should be approximately:

Grade 1	29 wcpm
Grade 2	84 wcpm
Grade 3	97 wcpm
Grade 4	120 wcpm
Grade 5	133 wcpm

If student oral reading fluency rate is well below what is expected and the reading had many errors in accurate word recognition, then a phonics inventory is recommended to see where the breakdown in decoding is occurring. Explicit fluency lessons to help with pace and prosody is also recommended.

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. Fluency should be part of every daily routine in all grades, not just 1-3. Based on their work with struggling ninth graders, researchers Paige, Rasinski, and Magpuri-Lavell

concluded “students who read with appropriate expression when reading orally tend to have better comprehension.”

**Here are some common ways to ensure students build oral reading fluency:**

- 1) Teach decoding strategies beyond 2nd grade. When students have decoding skills, including morphological understanding of affixes and roots, they can sound out words and pull meaning from the language bank in their brains. Practice with the words in connected text helps readers learn them until they become recognizable on sight.
- 2) Teach readers the conventions of punctuation, spacing between paragraphs, and how to read lines of poetry in one continuous phrase until we encounter punctuation. When we read with expression, we are using the natural patterns of language to our advantage in order to create meaning for ourselves and our listeners. If we understand what we are reading, then we know which words to emphasize, when to pause for effect, or how to pause to show a separation of ideas.
- 3) Model fluent reading through classroom read alouds and choral response activities such as unison (like a choir), antiphonal (one group reads, then another group reads), echo (teacher says-students repeat), cloze (teacher reads but leaves out a word now and then signaling students to chime in together).
- 4) Ditch round robin reading (an ineffective instructional practice.) Create opportunities for students to rehearse paragraphs briefly and then read in small groups, perform Reader’s Theater, or read aloud poetry.
- 5) Use Partner reading (Buddy Reading) with comprehension and expression checks. Best practice is to pair up one stronger and one slightly less fluent reader. Students take turns reading paragraphs, sections, or pages. At the end of each, they monitor expression and ask comprehension questions, such as “what was this mainly about?”
- 6) Set up Timed Repeated Reading stations—Put passages in sheet protectors and provide a one minute timer, dry erase markers and red and blue pencils. Students read a new text twice the first day and once the second day, graphing the number of words read correctly in one minute (red for day 1 and blue for day 2). Attention to expression should also occur.
- 7) Grades 2 and 3 students should practice on Amira Fluency Tutor 30 minutes per week. Set up stations where the computers are set up like “Battleship” so microphones won’t pick up other voices and be sure students wait for the green microphone before speaking.