



Escambia County Public Schools

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

November
2022-23

PD Opportunities

In Person Training-Stipends Provided:

Sounds Sensible for K-1 Tier 3/ESE

Mon. Nov. 14, 3:00-5:00 p.m.
Room 153-Hall Center
TalentEd Session # 35750
Kit and stipend provided. (Teachers are asked to enter data into FOCUS.)

Read Naturally 2-5 Fluency Intervention

Mon. Nov 14 from 3:00-5:00 p.m.
Room 147-Spencer Bibbs
TalentEd Session # 35748

Phonics Chip Kit for grades 1-3

Tues. Nov 15 3:00-5:00 p.m.
Room 153-Hall Center
TalentEd Session # 35749
Kit and stipend provided. (Teachers are asked to enter data into FOCUS.)

HMH Foundational Skills & Word Study Studio

Wed. Nov 16 from 3:00-5:00
Room 147-Spencer Bibbs
TalentEd Session #35752

Sonday System Refresher

Wed. Dec 7 from 3:00-5:00
Room 153-Hall Center
TalentEd Session #35762

Virtual Meetings

Google Meet link sent to registrants
No Stipend

Using the New B.E.S.T. Writing Rubrics

Mon. Dec 5 from 3:00-4:00
TalentEd Session # 35754

Maximize Planning with the HMH Addendums for K-2 Teachers

Mon. Dec 5 from 3:00-4:00
TalentEd Session #35757

Maximize Planning with the HMH Addendums for 3-5 Teachers

Mon. Dec 5 from 3:00-4:00
TalentEd Session #35758



SANDY SANSING SPELLING BEE

November 29th
at Washington High

The Spelling Bee has been moved to the fall to allow the school of the winner time to register with Scripps Bee. Schools no longer have to pre-pay to participate. Find out more on the [Spelling Bee Web Page](#) and [register](#) your winner by Nov 17.



"This year, our Celebrate Literacy Week, Florida! theme is Take a Deep Dive Into Literacy – Splash Into New Worlds! With this theme in mind, we are encouraging all schools to participate in reading books to deepen students' knowledge and support the New Worlds Reading Initiative program which provides high-quality, free books on a monthly basis to K-5 students performing below grade level to instill a love of reading."

—Just Read, Florida!

Submit your school plans to Kim Gunn by January 10, 2023 to be included in the district plans sent to Just Read, Florida!

FREE ALLOWED TYPING RESOURCE

For grades 4 and 5

Typingclub.com

But. . . You must notify parents in a news-letter, letter, etc, that you plan to use the soft-ware for typing practice and ask them to contact you if there are any questions or concerns. If the parent requests for the child to be excluded, honor the request. HMH also has keyboard instruction printables.

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!

Literacy Rep.
Meetings:

Google Meet
3:00-4:00 p.m.
November 14
January 9
March 6

Links will be sent to designated literacy reps.

Spelling Bee
Registration
due November 17

New Florida Read at
Home Plan available at

<https://ecsd-fl.schoolloop.com/ela/parents>

Google Classroom

Join Codes:

B.E.S.T. P.D.

cg4n7rg

Science of Reading:

7ubwxb

Interventions

4q22a4j



The Fluency Bridge

Fluency is called the bridge between decoding and comprehension because without accurate, automatic decoding, and expressive reading, meaning is hindered. The B.E.S.T. standards acknowledge this as an important component of the reading process by designating a fluency benchmark for every grade level: *Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.* Accuracy refers to the ability to decode words or pronounce them correctly; automaticity means fast, accurate word recognition; prosody is the pattern and rhythm of language.

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.

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. This is why we teach readers the conventions of punctuation, spacing between paragraphs, and how to read lines of poetry in one continuous phrase until we encounter punctuation.

Rehearsal helps readers pronounce the words and say sentences with expression. Rarely do we stand up in front of a group to read a passage without practicing it a few times. This is why repeated reading is a valid use of instructional time. And why whole group round-robin reading is likely the most ineffective educational practice. Very few of us would admit to actually attending to the reading of our peers if we knew we were going to have to perform in a few paragraphs, or if we knew the teacher was only paying attention to the reader at that moment.

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 expres-

sion when reading orally tend to have better comprehension.”

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

Choral responses—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). These are useful for modeling pacing and expression, practicing vocabulary word pronunciation, reading poetry, and asking students to attend to particularly difficult paragraphs—especially the first few paragraphs of a long text.

Reader’s Theater—students practice lines and perform radio type plays. The rehearsal is what increases fluency.

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?”

Timed Repeated Reading—Students read a new text twice the first day and once the second day, graphing the number of words read correctly in one minute. Attention to expression should also occur.

Is it Comprehension or Decoding?

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.