



# Escambia County Public Schools

February  
2023-24

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

## ELA Team

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# new worlds reading

Scholarships and Book of the Month mailings for substantially deficient students. Please help families sign up for these opportunities.

[newworldsreading.com/enroll](http://newworldsreading.com/enroll)  
<http://www.stepupforstudents.org>

## Mid-Year Writing Samples

- Please score by March 1, 2024.
- See this [folder](#) for scoring guidance.
- Keep K-3 student writing in a folder to compare to BOY writing.



Florida Retired Educator Association  
5th Grade Essay Contest  
Deadline Extended to Feb. 23.

For those classes who wish to participate, please select one 5th grade essay to submit to the Elementary Directors at the Hall Center.

Prompt: Describe an experience(s) with a grandparent figure.



## Update PMP's Every 9 Weeks

## PD Opportunities

### LAST SUNDAY 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.

### ELA/K-2 Writing: A Discussion on Scoring and Next Steps

February 19  
9:30-11:30  
Google Meet  
<https://meet.google.com/xgw-yxas-bni>

### Making the Most of Amira

February 19  
8:00-9:00  
Google Meet  
<https://meet.google.com/rjw-kfqg-gjq>

For information about  
Reading Endorsement,  
The Micro-credential course,  
and the Required 40 hours go to  
<https://www.escambiaschools.org/Page/1264>

## Literacy Rep. Meetings:

Google Meet  
3:00-4:00 p.m.  
Feb. 12  
Mar. 11  
Apr. 8

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



# The Summarization Challenge

To summarize means to cover the main points briefly. This means readers have to discern the main points, which requires a grasp of the central idea or the main plot elements of a story.

Writers elaborate on their main points, or they fill stories with imagery and description, and perhaps include subplots. It can be difficult to make generalizations from the rich details that illustrate the main points or enhance plot elements. Authors often use character actions to develop their theme.

It is important to note that our benchmarks require that students include a statement about the central idea or the theme in summaries that they write or select on a test. Try some of the activities on this page to help students practice their retelling and summarization skills. As with all activities and tasks, first model for students or do a shared write to demonstrate how to do it and set up the learning objective so students understand the "why" of the task.

## Transitions for Summarizing

From *The Writing Rope: A Framework for Explicit Writing Instruction in All Subjects*, by Joan Sedita (2023)

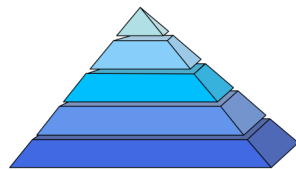
Indicate time	after, after that, at first, before, beginning with, during, earlier, ending with, eventually, finally, last, later, meanwhile, next, then
To list a series of ideas	finally, first, next, lastly, next, secondly, thirdly
To add information or continue a line of thought	also, another, besides, further, furthermore, in addition, likewise, moreover, similarly
To show conclusion	accordingly, finally, in conclusion, in other words, in short, to conclude, to sum up,

## Practice Generalization

Give students content vocabulary on cards, or groups of real objects and ask them to group them. Then ask them to come up with a category or title that generalizes the items in the "list."

Try:

- Science or Social Studies Vocabulary
- Art or school supplies
- Kitchen items
- Clothing items



ELA.3.R.3.2	Summarize a text to enhance comprehension: a. Include plot and theme for a literary text; b. Use the central idea and relevant details for an informational text.
ELA.2.R.3.2	Retell a text to enhance comprehension: a. Use main story elements in a logical sequence for a literary text; b. Use the central idea and relevant details for an informational text.

## Somebody Wanted But So + Theme For Stories and Narrative Non-fiction

Somebody	Wanted	But	So (or Then)
George and Blaise	to meet their pen pal	when they meet, they find out they are very different than what they thought	they realize they have more in common than differences and become friends.

The **theme** of the story is that you should judge people from their actions and not their looks.

## 7 Steps for a Good Summary (Informational Text)

1. Read the entire passage.
2. Create a central idea sentence.
3. Re-read titles and headings
4. Look for repeated key words
5. Delete trivial information.
6. Delete redundant information.
7. Substitute a category name for lists.

If appropriate, include one key idea from each section or paragraph.

From *Classroom Instruction that Works* by Robert Marzano, et. al. 2001

## Story/Biography Pyramid

One main character.

Give two character traits.

Use three words to describe the setting (time and place).

Use four words to describe the main problem/accomplishment.

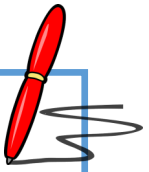
Use five words to describe an event at the beginning (of his life).

Use six words to tell a significant event in the middle of the story/life.

Use seven words to describe what happened at the end of the story/bio.

Use eight words to tell the lesson or theme one learns from reading this story/bio.

# Writing Teacher Triage



If the response strays from the topic, summarizes, is repetitive, or does not make a clear statement about the central idea or opinion of the essay

## Then:

- 1) Teach students to examine the prompt.
- 2) Teach them to make a clear statement and stick to it.
- 3) Use a 2-3 column graphic organizer or tree map and generalize main points or reasons to support their central idea.
- 4) Help students add evidence to their tree map that justify their points or reasons from a minimum of two sources.
- 5) Teach students to rephrase or circle back to their central idea or claim in each paragraph to show how those details support the essay's claim or central idea.

If the response does not cite sources, copies too much text, uses unrelated evidence, or does not include student original thought

## Then:

- 1) Use the ICEE Anchor Chart to provide stems for citing sources.
- 2) Do an "It Says, It Means, It Matters" activity to teach students how to connect relevant evidence to the central idea and add their original thought.

If the response has no transitions to connect ideas between paragraphs or within paragraphs

## Then:

- 1) Provide students with an anchor chart of transition words and their meanings.
- 2) Have students talk it out first. We naturally add transitions when we speak. Tell students to listen to how they say it.
- 3) Model for students how the last sentence of the paragraph should come back to the central idea, and the first sentence of the next paragraph should introduce the next main point or reason.

If purpose/structure is good, sources are cited, but sentences are choppy, vocabulary is basic, or there are too many spelling errors or lower case "I"

## Then:

- 1) Teach students to highlight academic words in the passages, and rephrase them, or use them to support their central idea.
- 2) Use Patterns of Power to teach various sentence types. Teach students how to revise by combining sentences.
- 3) Have students practice revising on the computer with the cursor, looking for lower case texting "I" and check words in the passages for spelling.

If purpose/structure is good, sources are cited, elaboration is present, but the student voice is absent, creates an inappropriate tone, or distracts

## Then:

- 1) Re-read the prompt and discuss intended audience.
- 2) Ask if the extra elaboration adds to their evidence, or gets in the way.
- 3) Teach students to re-read and revise for more academic language rather than slang.
- 4) If response includes only declarative sentences, consider adding exclamatory or interrogative sentences.