



Escambia County Public Schools

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

February
2022-23



Schoolnet

Attention 2nd Grade Teachers:

Beginning with Module 7, ELA assessments will be available on Schoolnet. PDF copies of the assessments will continue to be linked in the Module Addendums. We decided to offer assessments in Schoolnet for Modules 7-9 to help 2nd graders gain experience before 3rd grade.

PD Opportunities

Reading Endorsement

New classes begin Jan. 23 or after.
Offerings and Registration link [here](#).

Sunday System 1 Training

For ESE and Tier 3 teachers
Feb. 20, 2023 7:45 a.m-3:00 p.m.
Face to Face at Spencer Bibbs
Teachers must bring a Sunday 1 Kit
TalentEd # 35904

Feb. 20 Virtual Offerings

Please register so we can send you the link.

LEARN STAR

Administering Star CBM and using the data for Rtl **8:00-9:00 a.m.** TalentEd #35899 -
Star Scores and Reports for grades K-1 (Star Early Literacy) **9:15-10:15 a.m.** #35900

Star Scores and Reports for grades 1-3 (Star Reading) **10:30-11:30 a.m.** #35901

Star Scores and Reports including SGP for grades 3-5 **12:30-1:30 p.m.** TalentEd #35902

Read Naturally Training

(Fluency Intervention for Grades 2-5)
Feb, 20, 2023 -8:30-10:30 a.m. VIRTUAL
TalentEd # 35849

What you need to know about 3rd Grade Portfolio

Feb. 20, 2023 11:30-12:30 p.m. VIRTUAL
TalentEd #35927

Grade 4 and 5 Writing Rubrics Training

Feb. 20, 2023 - 1:00-2:00 p.m. VIRTUAL
TalentEd # 35921

ESSAY CONTEST - 2023

Sponsored by Together Pensacola
Students in grades 4-5 may
submit an original essay on this topic:

"Succeeding Together"

"Alone we can do so little; together we can do so much." – Helen Keller

Helen Keller grew up to be famous despite becoming deaf and blind when she was only 19 months old. Together, her family, teachers, and others helped her learn to read, write, and speak to groups. She even wrote 12 books. One of her best-known quotes is "Alone we can do so little; together we can do so much." What can you accomplish by working with your friends, family, teachers, and others that you couldn't do alone?

Write an essay about you or other people accomplishing more by working together.

Outstanding essays will include specific examples to support ideas and opinions.

Prizes for Grades 4-5:

\$100 – 1st Place, \$50 – 2nd Place

\$25 – 3rd Place

Due Friday, February 17, 2023, by 4 p.m. Word processed or scanned handwritten essays (not photographed) must be submitted electronically using the following form: [Together Pensacola 2023 Essay Contest](#)

Posters and handouts available on the [ELA Contest Page](#).



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.
March 6

Links will be sent to designated literacy reps.

The Reading Tab has been updated to include fields for the various interventions. Please update as it applies!

Create new PMP events for students receiving interventions by the end of each quarter. See this [help document](#).

New [Florida Read at Home Plan](#) available at <https://ecsd-fl.schoolloop.com/ela/parents>

Google Classroom
Join Codes:
Science of Reading:
7ubwxbb
Interventions
4q22a4j

The 5% Rule

Worried that your students won't be ready for PM 3? Take heart! Stay the course! Continue helping students to build knowledge and reading stamina through best practices. Provide decoding and fluency instruction. This applies to K-5! Most of all; follow the 5% rule!

Authors Davis and Vehabovic say we need to resist replacing reading comprehension instruction with test practice. In fact, no more than 8 hours of test preparation needs to occur across the year (about 5% of instructional time.) In "The Dangers of Test Preparation: What Students Learn (and Don't Learn) About Reading Comprehension From Test-Centric Literacy Instruction" (*Reading Teacher*, 2018) they explain how repeated reference to the "test", or test-like questions with every reading, sends the message that the act of reading is solely to pass a test, not to enjoy literature, build knowledge, or learn how to do something new. I know I am guilty of saying, "It will be on the test!" thinking it will motivate my students. For those that aren't good test takers, or aren't confident readers, it likely does the opposite. And we know that to get better at something, you have to practice. If students can't find joy in reading, they don't want to get better.

The authors also caution against **overuse** of test item analysis. Activities where students continually autopsy old test questions, or practice an item type or a skill over and over again says that answering questions correctly is the most important thing a reader needs to do. Instead, more time needs to be spent on authentic life-long literacy practices, such as discussion, debate, writing, and inquiry.

The ACT study "[Reading Between the Lines](#)" found that when students could correctly answer questions with complex passages, it made the difference between a college-ready score, and a score that was below the benchmark. The study showed that it wasn't the question type or tested skill that made the difference in scores. Passage complexity is determined by structure, vocabulary, author's style, and amount of sophisticated information. This is further support for spending more time on building knowledge and reading stamina.

Tim Shanahan offers some very do-able best practices to teach comprehension ("Let's Get Higher Scores on These New Assessments," *Reading Teacher*, 2015). First, teach students how to figure out the meanings of words in context and through morphology. Avoid pre-teaching words when the word has a Latin root or affix, or the text gives clues to the meaning, and spend time having students discuss word meanings and how they know (text evidence). Second, teach students how to break down

Frames for Student Question Generation authentic literacy practice

Let students write and discuss the questions!

- ◆ Which detail supports the author's claim that. . . ?
- ◆ Which sentence suggests the author thinks. . . ?
- ◆ Which sentence summarizes _____?
- ◆ Which sentence explains how _____'s perspective is different than _____'s perspective?
- ◆ Which line from the poem is an example of _____?
- ◆ What is the theme of _____? Select two details to support your answer.
- ◆ What does the word _____ mean as it is used in this sentence _____?
- ◆ How do the authors of both passages show _____?
- ◆ Which type of figurative language is used in this phrase: _____?
- ◆ What character actions help develop the theme that _____?
- ◆ How does the structure of paragraph _____ affect the meaning of the passage?

longer sentences into meaningful chunks so they have a strategy for monitoring their understanding. (*Patterns of Power* helps with this.) Third, build student silent reading stamina so they can stay focused and keep track of their thinking on test days.

To improve reading comprehension, the IES Practice Guide "[Providing Reading Interventions for Students in Grades 4-9](#)" recommends to routinely use a set of comprehension-building practices to help students make sense of the text:

- Build students' **world** and **word knowledge** so they can make sense of the text
- Consistently provide students with opportunities to **ask and answer questions** to better understand the text they read
- Teach students a routine for determining the gist of a short section of text
- Teach students to monitor their comprehension as they read

The good news is that we have the resources!

HMH Into Reading has the rich text, lessons and resources for doing all of the recommendations on this page! *Patterns of Power* helps with breaking down longer sentences. Students get plenty of item practice on the *SchoolNet* assessments. *iReady* provides individualized practice. So stay the course and encourage students to read, read, read! Follow the 5% rule!