



Accelerate ELA Tutoring Resources Guidance for Grades 3-10

What is Accelerate?

Accelerate is designed to support school systems implementing tutoring at scale as a core function in order to achieve significant results for all students.

To effectively address and prevent unfinished learning, students must be provided with extra time to learn through equal-access tutoring. Accelerate is a just-in-time tutoring model that is focused on identifying, celebrating, and building upon the assets students bring to the learning experience. An acceleration approach addresses unfinished learning in an equitable way. Acceleration means connecting unfinished learning in the context of new learning, integrating new information, and providing the needed prior knowledge.

What is the difference between Acceleration and Remediation in ELA?

In ELA our standards are always cycling. We continuously revisit the standards. Acceleration is both building background knowledge for comprehension and skill reinforcement so that students can be more successful in engaging with the grade-level, complex texts in their ELA Guidebooks unit or with other high quality instructional materials.

What is included in the [Accelerate ELA Tutoring Resources for Grades 3-10](#)?

- Four texts for each of the five ELA Guidebooks 3-8 (2018) units
- Five texts for four ELA Guidebooks 9-12 (2020) units in Grade 9 and 10
- Student-ready tutoring materials with seven lessons for each text
- Teacher-ready guidance for each lesson including exemplar answers

How can I utilize these Accelerate ELA Tutoring Resources to meet my district's literacy goals and follow the science of reading?

How do the lessons support knowledge building and improved reading comprehension?

Research shows that as students become more knowledgeable about a topic or theme, they are better able to comprehend texts written about that topic. Therefore, students are able to learn more about topics with which they have background knowledge. Accelerate lessons identify texts that build knowledge around a topic or theme that is aligned to specific ELA Guidebooks units. The texts within the lessons are aligned to ELA 3-5 Guidebooks (2018) units and they do not easily align to the ELA Guidebooks 3-5 (2022) units.

Each Accelerate Tutoring text has seven lessons built around close reading best practices. The first two lessons come straight from the Distance Learning [Knowledge Packs](#), and they include annotation of the text, selection of important vocabulary, summary writing, and a collection of knowledge gained from reading the text.

Lessons 3-7 of the Accelerate lessons break down the steps in the reading process using the Reader's Circles for [literary texts](#), for [informational texts](#), or for [literary nonfiction](#). The resources engage students in multiple readings and activities for the same text or portions of the same text over multiple lessons. For each reading, students have a different focus or



purpose, aligned to grade-level standards, in order to understand the meaning of the text. Each reading builds upon the previous reading and sets students up for deeper comprehension in the next reading. This process builds students’ understanding of grade-level, complex texts and provides them with a thinking process they can transfer to new complex texts they may encounter on their own.

Tutors can also assist students in building knowledge about the same topic across multiple texts in the text sets using the Rolling Knowledge Journal Templates found in the Louisiana [Knowledge Packs](#).

Rolling Knowledge Journal Template

	New Learning	Adds to Learning
	What new knowledge did I collect about the topic while reading this text?	How did this text add to knowledge I already had about this topic?
Title of Text One	•	•
Title of Text Two	•	•
Title of Text Three	•	•

NOTE: Adjust the template to represent the number of text you assign to students.

How can these Accelerate ELA Tutoring Resources be used to support vocabulary instruction? Each time the tutor reads the text with a student, they should stop and explain [important vocabulary](#) in the text. Some words should be tracked in the Sensational 6 Journals. Each time the tutor and the student(s) reread, these high-power words should be revisited. Remind students what the word means and why it is being used here.



How do the lessons support specific writing skills and language standards?

In every lesson for each text, students are required to write in order to express their understanding. Students will develop and then refine their writing skills as they work through different activities. In Lesson 1, students write Sensational 6 sentences with the six vocabulary words they select from the text. Tutors instruct students to choose important words that build knowledge around the topic and to write sentences that demonstrate proper use as well as understanding of the sensational word. Tutors should also draw attention to and teach the meaning of the vocabulary used in the directions to help students understand what they are being asked to do.

In Lesson 2, students use a summary template to develop a summary paragraph of the text. They also “collect” and write about new knowledge they learned from the text in the Rolling Knowledge Journal.

In later lessons, students practice different types of writing that are always centered around the text. The writing tasks are grade-level appropriate and ask students to rise up to meet the [grade-level writing standards](#). Tutors direct students to write their answers with intention and make their answers precise. The goal is to grow the students to move past simplistic, comfortable writing.

Writing opportunities* are an essential part of each Accelerate lesson. Students are asked to practice grade-level skills, including specific language structures and organization.

Some of the activities include:

- various complex sentence structures using text-specific vocabulary such as appositives, introductory dependent clauses, sentence expansion, mentor sentences, etc.
- claim statements and topic sentences
- selection and introduction of relevant evidence and parenthetical citations (grade-level specific)
- explanation of how evidence supports the claim
- paragraph writing

*As districts move to the ELA 3-5 Guidebooks (2022), tutors may need to adjust the wording of the writing directions to more fully align with the Guidebooks embedded TWR strategies.

How can these resources be used to support students who need support with fluency?

[Fluent reading](#) is essential for reading comprehension. Strong readers read aloud at an appropriate pace, read words and punctuation accurately, and read with appropriate expression. These skills help them to understand what they read and it is imperative that we build these skills in all students. Students should be able to connect meaning across words and phrases, sentences and paragraphs. This begins with reading aloud first and eventually reading fluently in their own minds. Fortunately, building reading fluency can be done through repeated practice. Repeated reading fluency practice can be done in a variety of ways. Some Accelerate Tutoring lessons have built in practice to support fluency in grades 3-10. Teachers can also support reading fluency by having students follow along with a fluent read aloud and then practicing other strategies, such as echo reading, choral reading, and partner reading. Tutors should use short excerpts from the text being studied in class or in the tutoring lessons to help build students’ fluency skills.



How will tutors select which text and lesson?

Text sets are grouped by ELA Guidebooks (2018) units for Grades 3-8 and ELA Guidebooks (2020) for grades 9 and 10. Choose a text from the current ELA Guidebooks unit being taught. Remember, reading texts that are thematically or topically related to the unit of instruction will build a student's background knowledge. Each text set offers unit-alignment guidance to best accelerate learning, an overview that includes an explanation of what the text is about, and, in many cases, how it will build student knowledge to make the unit of instruction more accessible to the student. For example, the guidance may say to use the lessons for this text before Section 4 Lesson 16 of the unit. This suggested alignment may not fully connect with the ELA 3-5 Guidebooks (2022) units because some texts and activities within the units have changed. Tutors should study the Accelerate lessons to see where they will best fit with these units prior to instruction.

The Table of Contents for each lesson set reads like a menu of reading and writing activities. Almost every lesson can be used in isolation to tutor the students. Some texts will have partner lessons. Both of these partner lessons should be taught as closely together as possible, and lessons should be taught in order.

If Accelerate time is not sufficient to teach every lesson in a text set, then tutors should analyze data from recent curriculum-embedded, formative assessments to determine where students need additional opportunities for practice. Choose lessons that meet students where they need support in order to help them improve understanding and performance immediately prior to when they will need to use that knowledge or skill again within the ELA Guidebook unit. This will **accelerate** student learning and success when they encounter grade-level complex texts within the unit of instruction.

What if our school district does not teach the ELA Guidebooks?

The selected texts are designed to build knowledge. Students who read the texts will become students who know much more about the topic or theme. Many texts may cross over to support knowledge building with different curricula. Districts should choose texts that align to high quality instructional materials in ELA. Districts can also choose to select texts that best align with social studies and science curricula.

How do tutors know what kinds of answers to expect?

Each text set has an Accelerate Student Copy for student use and a corresponding Accelerate Teacher Copy with student exemplars. Exemplars should be used as **possible** student responses and for measuring the depth of answers students should be producing.

How do tutors prepare to tutor a student or a small group of students?

- Know the ELA Guidebooks unit and use the [Unit Study Tool](#) found on p. 32 of the [Curriculum Guide](#) or some other unit study tool to understand what students are learning and practicing at different times within the unit.
- Use curriculum-embedded, formative assessments to determine where individual students need support in order to be successful in a future Guidebook lesson.
- Decide if tutoring will be on a printed copy or in a virtual/digital format. If printed, make sure to have a copy for



the tutor and one for each student. If lessons require annotations of a text over different lessons, it may be best to print them.

- If using computer-based tutoring. Learn the features offered in [commonlit.org](https://www.commonlit.org): read-aloud, translation, guided reading mode, annotation, etc. Decide when to use each, considering the gradual release concept. Learn about how to use the digital features of [commonlit.org](https://www.commonlit.org) by watching [video tutorials](#) or consulting the [Quick Start User Guide for Teachers](#) and the [Quick Start User Guide for Students](#). Tutors should not assign any questions on [commonlit.org](https://www.commonlit.org) when creating assignments.
- Read and annotate the text of the lesson to become familiar with its content and complexity.
- Read the entire lesson set for a text to see how the lessons build.
- Read the entire Teacher Copy document including the exemplars. Consider other student responses that would demonstrate adequate knowledge and skill gained from the lesson.
- Use the [2020 Supports Flow Chart](#) to meet students where they are. Scaffolding in this way will enhance Acceleration of the ELA Goals.
- Review the [Accountable Talk](#) resources. Discussion is a great scaffolding tool. Even when tutoring is one-on-one, students benefit from verbalizing their thoughts before they write. The tutor will serve as the discussion partner.

Are there tutoring resources available for students who missed critical foundational skills?

Yes. Foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Therefore, in order to address unfinished learning, teachers should support students in concepts of print, phonological awareness, phonics, vocabulary development, syntax, and fluency in a logical and transparent progression. For grades 3-5, resources have been developed to diagnose and support students who have unfinished learning and who need support with making meaning from words they encounter in the text. Use the resources below to accelerate learning in these critical foundational skills. [Foundations Supports](#) for additional ELA 3-5 Guidebooks (2018) units can be accessed through [Louisiana Believes](#) or the [Louisiana Curriculum Hub](#).

Foundational Skills Tutoring Resources for Grades 3-5

Grade	Teacher Resources	Student Resources	Alignment to Instructional Materials (if applicable)
3rd	Louisiana Purchase	Louisiana Purchase	ELA Guidebooks (2018)
4th	The Lightning Thief	The Lightning Thief	ELA Guidebooks (2018)
5th	The Lion, The Witch, and the Wardrobe	The Lion, The Witch, and the Wardrobe	ELA Guidebooks (2018)