



Accelerate ELA Tutoring Resources Guidance for Kindergarten through Second Grade

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 the needed prior knowledge.

To accelerate mastery of ELA standards by K-2 students, teachers must continue to use high-quality curricula to focus on reading, understanding, and expressing understanding of text.

How do Foundational Skills accelerate learning?

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.

[Foundational Skills Tutoring Resources Overview by Grade Level](#)

Lessons contain phonological awareness, phonics, fluency, and comprehension.

Kindergarten	45 lessons, 30 minutes
1st Grade	45 lessons, 30 minutes
2nd Grade	40 lessons, 30 minutes

How are the Foundational Skills Lessons structured?

Every lesson begins with a Warm-Up activity that consists of phonological awareness or letter sound reviews. These warm-ups spiral in past sounds so that teachers are able to make connections to new learning about to occur. Lessons may contain explicit sound instruction with targeted chaining and dictation in which tutors can receive real-time instructional data. Some additional lesson components will progress into fluency passages, sound sorts, comprehension and writing through guided practice, partner work, and independent work. There are opportunities for tutors to differentiate portions of the lesson based on student need through identifying reading words, phrases, sentences and passage fluency.



Knowledge Tutoring Resources Overview by Grade Level

<p>Kindergarten</p>	<p>20 Thirty-minute lessons 10 texts, each with two parts: a 30-minute Part A Lesson and a 30 minute Part B Lesson Both lesson parts are necessary, and both should be taught.</p> <p>Topics include the following:</p> <ul style="list-style-type: none"> ● Native Americans ● Seasons and Weather ● Colonial Towns and Townspeople ● Taking Care of the Earth
<p>1st Grade</p>	<p>20 Thirty-minute lessons 10 texts, each with two parts: a 30-minute Part A Lesson and a 30 minute Part B Lesson Both lesson parts are necessary, and both should be taught.</p> <p>Topics include the following:</p> <ul style="list-style-type: none"> ● Astronomy ● The History of the Earth ● Animals and Habitats ● Fairy Tales
<p>2nd Grade</p>	<p>30 Thirty minute lessons 15 texts, each with two parts: a 30-minute Part A Lesson and a 30 minute Part B Lesson Both lesson parts are necessary, and both should be taught.</p> <p>Topics included the following:</p> <ul style="list-style-type: none"> ● Early Asian Civilization ● Cycles in Nature ● Westward Expansion ● Insects ● The Human Body ● Fighting for a Cause/Civil Rights

Research shows that as students become more knowledgeable about a topic or theme, they will better comprehend written texts about that topic. Therefore, students are able to learn more about topics with which they have background knowledge. Knowledge building tutoring lessons are centered around multiple read-alouds and close reads for texts from Core Knowledge Language Arts (CKLA). Lessons are structured in two-part, 30 minute segments with multiple readings from the same text. Students will engage with the text topic through read-alouds, standards-based text-dependent questions, note taking/graphic organizers, vocabulary work, discussion, and writing. Tutors will conduct shared writing during lessons and students will write to express their understanding at the end of the lesson. Tutors are encouraged to use recommended [Best Practices](#) to embed foundational skills practice and promote language skills development during writing activities. Tutors may print the linked Best Practices document. The information is also included below.



Best Practices for Embedding Foundational Skills and Language Standards in the Writing Activities of the K-2 Accelerate ELA Knowledge Lessons

Tutors will need to consider the abilities of the students and assist every student to rise to the level of the grade-specific standards. Suggestions for scaffolding the activities to help students reach greater levels of learning are built into the lessons and into this document. Special attention has been given to embedding the foundational skills and the language standards expectations into the writing process for the activities in the lessons.

Kindergarten

Provide brief, embedded student practice with foundational skills to actively engage students during writing (e.g., sound spelling, tricky words, letter formation, spacing, etc.).

The goals of each lesson are to comprehend the text, to express understanding of the text, and to build knowledge around the topic. These practices should not supersede the goals of reading and comprehending the text. The listed suggestions are for holding students responsible for actively participating during the lesson and practicing grade level skills.

- Let the text-dependent questions be the focus.
- Have students give verbal responses first and then use a combination of shared writing (as much as possible) and modeling with think alouds to help students form their written responses.

Letter formation (RF.K.1c; L.K.1a):

Model and guide letter formation and spacing as needed.

Beginning sounds and spelling (RF.K.2d, RF.K.3a, L.K.1a):

When writing sentences, prompt students to orally give the spelling of beginning letter sounds they know when writing each word. Have students form the letters they know as you write the sentence with them.

Model practices that involve above grade level standards, such as capitalization of beginning sounds in Proper Nouns:

After students have orally spelled the beginning sound of a word, think aloud about the capital letter while writing it for proper nouns, including the names of characters or historical figures and the actual names of places.

Capitalize the first letter in the first word of a sentence (L.K.1a):

Teach and remind students that the first word in the sentence always has a capital letter. Model how to form the first letter as a capital while the student helps you create these sentences.

Regular consonants and short vowels (RF.K.3a, L.K.2c):

Prompt students to write the spelling for regular consonants and short vowels in lowercase letters or have students tell the teacher the sound/spellings while the teacher writes it. See Lesson 1A for a lesson-specific example. Prompt students to spell and write the short vowel sounds in words like *gull*.

Tricky word/ Sight word reading and spelling (RF.K.3c):

Guide students write the tricky word *the* and other tricky words students generate in their retell. Lessons will list some suggestions.



Decodable word reading and spelling (L.K.2c,d):

Prompt students to sound out decodable words and say the sound/spelling before the students or teacher write the word.

Ending punctuation (L.K.2b):

Teach or remind students that sentences end in punctuation marks. As you complete the sentence with the students, ask them which punctuation mark is appropriate. Have them write the correct punctuation mark at the end of the sentence.

Editing and Revising (L.K.1f):

Have students read their sentences aloud to make sure they make sense and answer the question. Then have students make needed edits, including end punctuation, expected sound spellings, tricky words, spacing, letter formation, etc.

First Grade

Decodable word reading and spelling (RF.1.3a-f; L.1.2e):

Prompt students to read and write one to two syllable decodable words.

For example, students may write decodable details, e.g. “It is a star.” and “The sun is made up of hot gas.”

Tricky word/ Sight word reading and spelling (RF.1.3g, L.1.2d):

Guide students to read and write tricky words.

Remind students that the word “which” is a tricky word.

Review the tricky spellings and decodable spellings in the word “which.”

Reading Fluency (RF.1.4a-c)

Prompt students to chorally read their sentences, then read their sentences individually.

Prompt students to read the sentence chorally, then individually while tracking the words on their papers.

Remind students to think about the type of sentence they are reading by looking at the end punctuation and then read it with expression.

The words are the same in this sentence, but the punctuation makes it an exclamatory sentence. How do we read an exclamatory sentence? How is this going to change our expression when we read this sentence?

Produce and expand sentences (L.1.1j)

Guide students to produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Tell students that they are going to expand or make the sentence “The sun is a star.” better by adding adjectives to describe the nouns in the sentence.

Conduct a shared writing activity to write the same words and change the end punctuation with an exclamation mark.

Guide students to identify each punctuation mark and each kind of sentence.

Check Sentences (L.1.1a, L.1.1j, L.1.2a,b)

Prompt students to check their sentences for legible print, completeness, capitalization, and punctuation.

Guide students to make needed edits.



Second Grade

Multisyllabic words (RF.2.3 c,d)

Prompt students to read, spell and write regularly spelled two-syllable words with long vowels.

Prompt students to read, spell and write words with common prefixes and suffixes.

Reading Fluency (RF.2.4a-c)

Prompt students to chorally read the details on the chart.

Prompt students to orally read their sentences fluently, with accuracy, appropriate rate and expression.

Have students read the closing statement fluently, with accuracy, appropriate rate, and expression.

Editing and Revising (L.2.1e,f; L.2.2a)

Invite suggestions from students to improve the response, expanding and revising the sentence.

Monitor as students are working and guide them to use various nouns, pronouns, verbs, adjectives, adverbs, and prepositions; proper punctuation; subject-verb agreement; and conventional spelling.

Guide students to check their sentences for completeness, capitalization, and punctuation.