



**Accelerate ELA
Spring 2021**

Overview

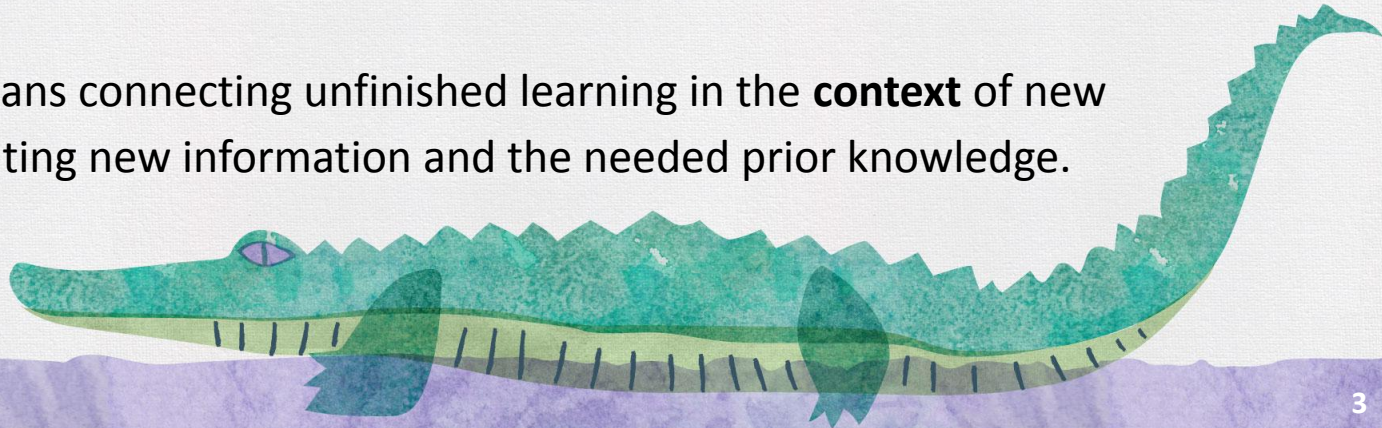


Accelerate

Accelerate is an **equal-access**, 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.



What is Acceleration?

ACCELERATION IS

- ✓ Achieved through tutoring, or extra time, that supports students in building the knowledge and skills required to be successful in core instruction within the context of a high-quality curriculum.
- ✓ A type of intervention.
- ✓ Proactive, deliberate action planning.
- ✓ Targeted and individualized for students based on their specific needs as gathered from diagnostic and formative data collected as students engage in the work of the curriculum.

ACCELERATION IS NOT

- ✗ Speeding up teaching or compressing content.
- ✗ Teaching skills in isolation from current, grade-level learning.
- ✗ Grade retention or skipping.
- ✗ A substitution for more intensive interventions students might also need.
- ✗ Computer programs, workbooks, or test preparation.
- ✗ Boot camp or reteaching of previous grade skills at the beginning of the school year.
- ✗ Utilizing resources or programs that are disconnected from the high-quality curriculum.
- ✗ Determined only through standards-based assessing and reporting absent of high-quality curriculum embedded assessments.
- ✗ Grouping students by perceived ability.

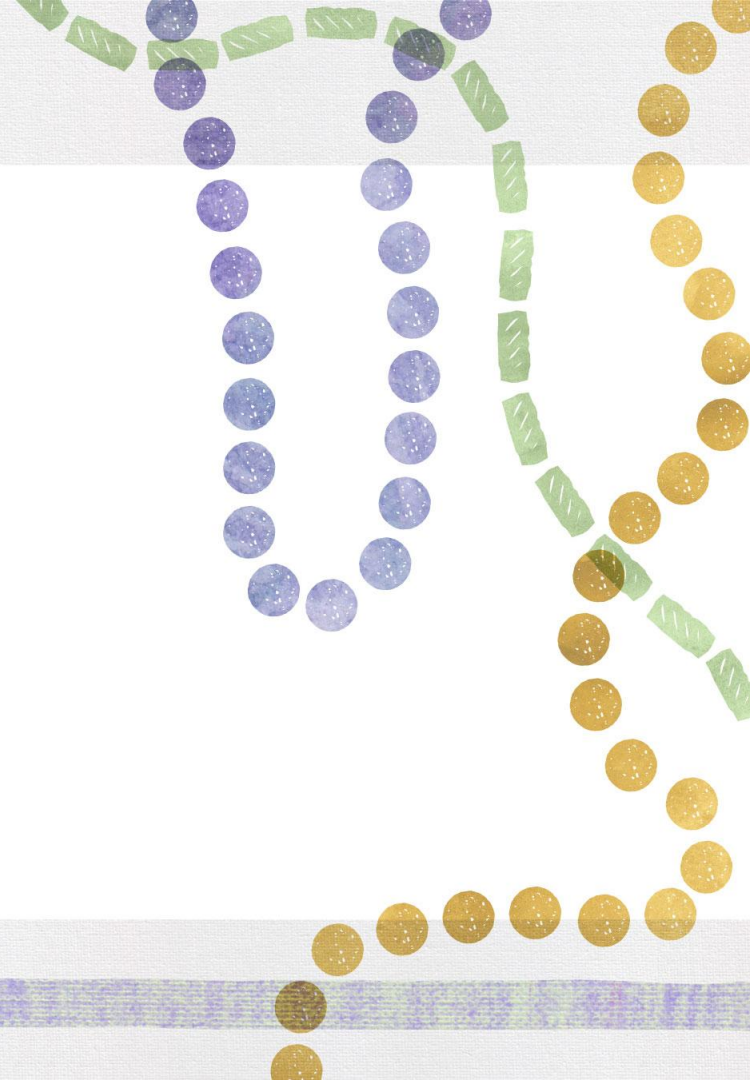
Agenda

- I. Purpose
- II. Acceleration Approach In ELA
- III. ELA Resources
- IV. Acceleration Cycle Deep Dive
- V. Closing



Louisiana's Pre-K-High School Tutoring
Strategy

Purpose



Purpose

Louisiana believes that all students, including students with disabilities, English learners, and students who persistently struggle, can achieve grade-level standards. To ensure that this vision is realized for all students, the following things have to be true.

1. All students should access **on-grade-level** instruction every day through a **high-quality curriculum** in the least restrictive environment.
2. Supports for students should supplement instruction and accelerate student progress by preparing students for **new learning**.
3. All teachers who support struggling learners, including but not limited to general education, special education, English learners, and intervention teachers, should be **trained on the curriculum** and should **plan in a coordinated way** to ensure all students are prepared for grade-level content during core instruction.

Core Pillars

Accelerate has three core pillars with practices identified in each pillar that provide the highest academic return on investment. For maximum impact, these pillars must be implemented in tandem.



Intentional Structures



High-Quality Materials



Effective Instruction



Approach in ELA

ELA Grades 3-High School Approach

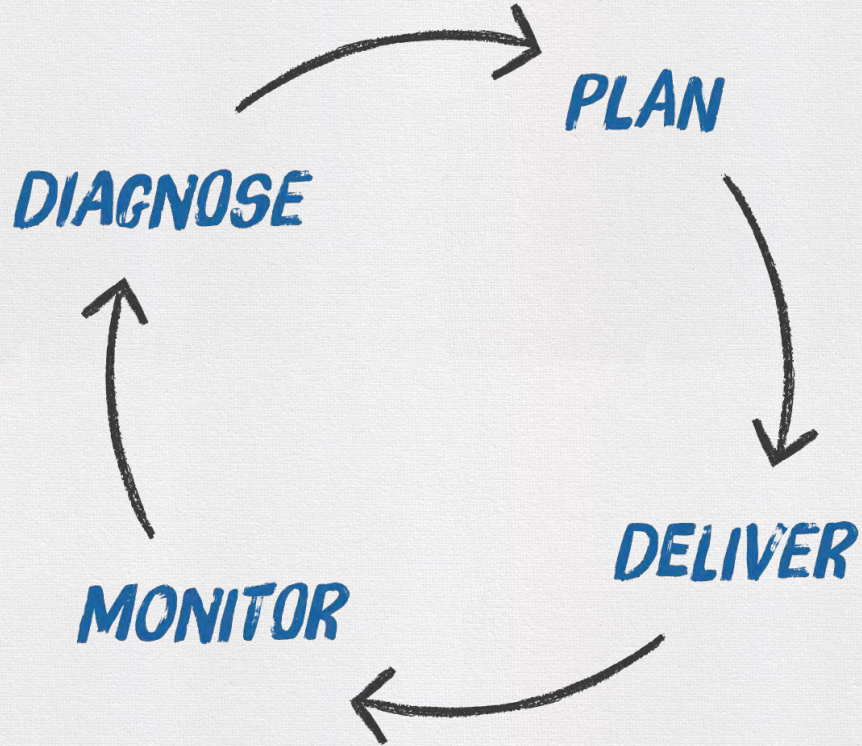
The approach for grades 3 through high school focuses on supporting students in accessing the features of complex, current grade-level texts by building knowledge, vocabulary, or foundational skills.

In addition to the supports provided within the existing high quality curriculum, teachers should:

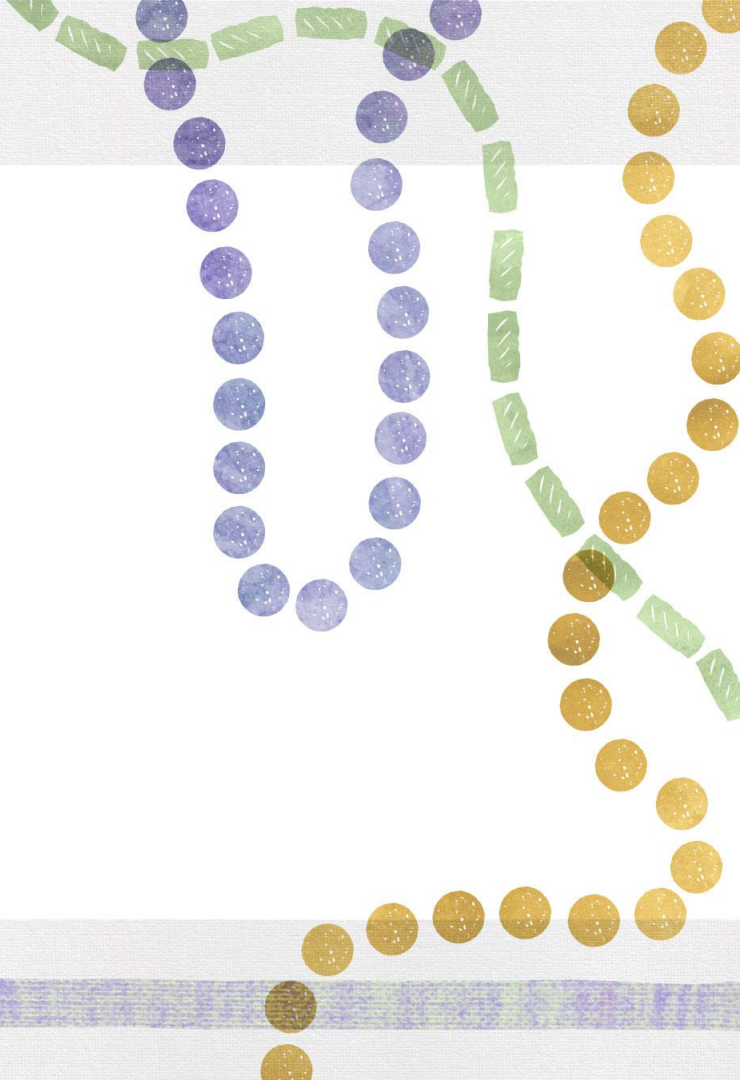
- Provide explicit, individualized decoding and foundational skills support in grades 3-5.
- Provide knowledge building support in grades 3-high school.

Acceleration Cycle

The Acceleration Cycle is a structure of continuous planning and responding to address student needs.



Resources



Tools to Support Acceleration in ELA

[Supports Flow Chart](#) provides quick access information, guidance, and supports to use with individual or a small group of students during regular classroom instruction.

[Diverse Learners Guide](#) describes the guidebook approach to supporting diverse learners, explains how supports are incorporated in the guidebook lessons, and how to provide additional support to students during individual or small-group instruction.

Tools to Support Accelerating ELA



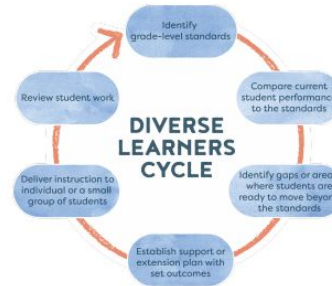
Supports Flow Chart

The goal of ELA is for all students to read, understand, and express their understanding of complex, grade-level texts. As described in the [Diverse Learners Guide](#), the ELA Guidebook lessons include supports to ensure students reach this goal. Diverse learners may also need additional support. This guide includes information, guidance, and supports to use either independently or with small groups of students during core instruction or for more intensive intervention outside of regular classroom instruction.

The diverse learners cycle describes a decision-making process for providing supports.

When providing supports:

- **Focus on individual needs.** Supports that work for some students may make the work more difficult for other students. There is no “one-size-fits-all” solution.
- **Make decisions based on student results.** The cycle for providing support for diverse learners is complicated and dynamic. Sometimes providing a support one time will enable a student to meet a grade-level standard. Other times, students will need the same support provided over multiple contexts for them to meet a grade-level standard. Monitor students’ work often to determine where support is working or not working and where more support is needed.
- **Remember the ELA goal.** All supports should be in service of helping students read, understand, and express understanding of complex, grade-level texts. The grade-level standards describe what students should know and do to meet the ELA goal. Some supports will target a combination of standards and some will target individual standards.



Each column of the following chart addresses a step in the cycle.

Standard(s)	Observations	Possible Issues	Possible Supports
Identify grade-level standards	Compare current student performance to the standards	Identify gaps between current performance and standards	Establish support plan with set outcomes



Accelerate ELA Resources


The resources linked below are built to ensure that students are able to access grade level text. Each grade-level includes links to resources that support students in building knowledge, vocabulary, or foundational skills. Initial launch of materials include one unit of teacher and student-facing Foundational Skills supports for grades 3-5 and one teacher and student-facing knowledge pack in grades 3-8 which align to some ELA Guidebooks units. The Foundational Skills materials should be used to work individually with students based on their placement via formative assessments/screener results. The Knowledge Pack materials should be used to build student knowledge and vocabulary ahead of reading of complex texts from the [ELA Guidebook unit](#). Sessions were designed for virtual instruction, but teachers should adjust to the mode of delivery, technology, and resources available to them.

Spring Release Schedule		
Set 1 Weeks 1-5	Set 2 Weeks 6-10	Set 3 Weeks 11-15
February 15	February 26	March 15

Additional information on upcoming Accelerate resources will be added soon.

Accelerate ELA Resources								
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Grade 9	Grade 10	Grade 11	Grade 12					

Foundations Supports 3-5



Step 1: Identify Student Placement

- Administer the **Student Skill Checklist** (**Student Ending Checklist**).
 - Use the results of the Student Skill Checklist to determine appropriate student supports. When a student is no longer mastering a skill on the Student Skill Checklist, teachers should not move on to the next skill. The skill the student stops at indicates where on the phonics continuum the student should be placed.


Step 2: Provide Tutoring

- Provide **Foundations Supports** from the Foundations Tutoring Guidance.
 - Complete the six step sequence listed in the Daily Protocol, using the five day activities provided in the Fluency Tracker.

Daily Protocol	
Step 1 Fluency cold read 3 minutes	<ul style="list-style-type: none"> Provide each student with the Fluency passage before their cold-read. <ul style="list-style-type: none"> Complete a cold-read with each student in the small group. <ul style="list-style-type: none"> Teacher Script: <ul style="list-style-type: none"> "Please read this (point to passage) out loud. If you get stuck, I will tell you the word you can keep reading. When I say 'Stop' I may ask you to tell me about what you do in your team reading. Start here (point to the first word of the first paragraph of the passage). Ready? Begin." Reminders: <ul style="list-style-type: none"> Start a timer when the student says the first word. When the student hesitates: wait 3 seconds; give the correct word; mark the word as incorrect. Discontinue if the student does not get any words correct within the first line. Record the students' oral reading fluency score on the Fluency Tracker.
Step 2 Lesson 15 minutes	<ul style="list-style-type: none"> Follow the teacher directions to provide explicit phonics instruction.
Step 3 Target Skill Practice 15 minutes	<ul style="list-style-type: none"> Depending on the outcome desired by the teacher's observations from Day 1, the Target Skill Practice can be used in multiple ways. <ul style="list-style-type: none"> Have students echo read. <ul style="list-style-type: none"> Teacher reads the text and the student(s) echoes it back using the same pace, phrasing, and expression. participate in a paired reading.

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Day 1: Fluency
Inflectional Endings
-ing, -s, -es, -er, -ed

Today the United States is very large. Yet this was not always so. 13

In 1800, the nation was less than half the size it is today. It only reached 29
as far west as the Mississippi River. 36

Many Americans dreamed of having a bigger nation. They believed in their 48
way of life. They felt that the United States could be an even greater nation. 63

These Americans wanted to see their country grow. They hoped that one day 76
the United States would reach from the Atlantic to the Pacific coast. 88

Getting more land was not easy, however. 95


Spain held the land to the west. It was known as the Louisiana Territory. The area 111
stretched from the Gulf of Mexico to Canada. 119

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January 2021
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- 3-5 Foundations Supports include:
 - Separate teacher-facing and student-facing resources
 - Sample monthly plan
 - Student Skill Checklist
 - Fluency Tracker
 - Quick Check Tracker
 - Phonics continuum

Knowledge Packs 3-12



Text One

"How Pixar Tells a Story" by Jennifer Barefoot

Pixar is an animation studio that uses computer images to create movies. You've likely seen several Pixar movies, including *Toy Story*, *Finding Nemo*, *The Incredibles*, and more. In this informational text, Rachel Silberman tells you about some of the stories that Pixar tells. As you read, take notes on what all Pixar films have in common.

Complete Rolling Knowledge Journal for Text One

Complete the Rolling Knowledge journal after reading and annotating the text. The Rolling Knowledge journal is for you to collect new learning about the knowledge topic and capture connections that add to your knowledge on the topic.

- Read and annotate the text, then answer the following questions in the correct column:
 - 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?



Sensational 6 Journal for Text One

Complete the Sensational 6 Journal after reading and annotating the text. The Sensational 6 Journal is for you to collect and practice using vocabulary that is important to understanding the knowledge topic.

- Read and annotate the text, then determine the six words from the text that are most important to understanding the central idea or theme of the text.
- Next use your six words to write about the most important ideas of the text. You should use all six words.


Annotation Strategy

- Underline the major points.
- Circle key words or phrases that are confusing or unknown to you.
- Use a question mark (?) for questions that you have during the reading. Be sure to write down the question.
- Use an exclamation point (!) for things that surprise you, and briefly note what it was that surprised you.
- Draw an arrow (→) when you make a connection to something inside the text, or an idea from your own life. Briefly note your connections.

Sensational 6 Journal

	Six Words	Six Sentences (new sentences)
Title of Text One	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
	6.	6.
Title of Text Two	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
	6.	6.
Title of Text Three	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
	6.	6.



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- 3-12 Knowledge Packs include:
 - Separate teacher-facing and student-facing resources
 - At least three related texts per unit
 - Analog and virtual options
 - Rolling Knowledge & Sensational 6 journals
 - Final project

Coming Soon

Spring Release Schedule

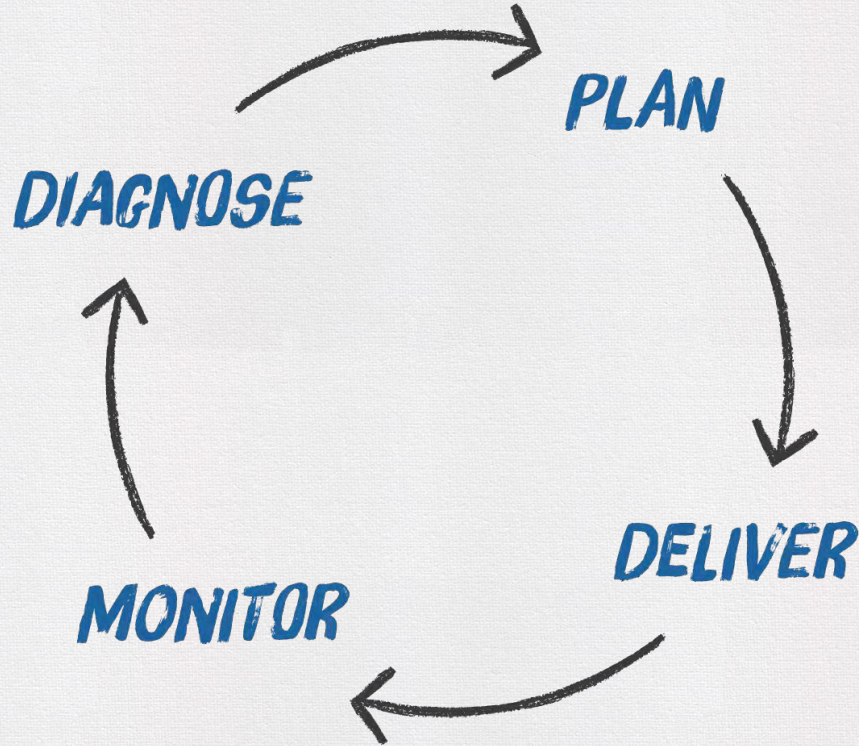
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Acceleration Cycle Deep Dive

Example from
Grade 3 Foundations Supports: Louisiana
Purchase

Acceleration Cycle



Diagnose



Student Skill Checklist Student Facing

Consonant Blends (beginning)

brag	bring	brush	crust	crib	crack
drop	drill	drum	frog	fret	frill
grub	grin	grump	prom	print	press
trap	trim	truck	blot	blend	black
clam	clip	club	flag	fluff	flop
glad	gloss	glum	plug	plot	plus



Student Skill Checklist Teacher Key

Inflectional Endings	___/s napping ___/s vans ___/s messes ___/s bigger ___/s yelled	jumping lemons foxes wetter petted	sitting dogs buses faster spilled	petting desks losses quicker helped	mopping snacks glasses softer locked
Consonant Digraphs (beginning)	___/s chip ___/s shop ___/s thrill ___/s whip	chop shell them when	chum shift thump wham	champ shack that whim	check shut thin Phil
Consonant Digraphs (ending)	___/s bench ___/s luck ___/s fudge ___/s long ___/s hush ___/s match ___/s path	pinch rock badge lodge king sung cash wish ditch fetch with sloth	much kick lodge bridge sung hang wish fresh fetch clutch sloth tenth	rich pack bridge bridge hang hang fresh gush clutch blotch tenth math	which deck deck hedge wing gush blotch math
Consonant Blends (beginning)	___/b brag ___/b drop ___/b grub ___/b trap ___/b clam ___/b glad	bring drill grin grump trim clip gloss	brush frog print prom truck blot club flag glum plug	crust fret crib blend flag fluff plot	crack frill press black fluff flop plus
Consonant Blends (beginning)	___/s scuff ___/s sled ___/s snug ___/s still ___/s scrub	scan slum snap stop stem splash	Scott slop smell spit swam sveil spring squint	skip skull smog spot spun spun strap twin	skin smug spun twin

Plan and Deliver



Day 1: Fluency
Inflectional Endings
-ing, -s, -es, -er, -ed

Today the United States is very large. Yet this was not always so.	13
In 1800, the nation was less than half the size it is today. It only reached as far west as the Mississippi River.	29
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	88
	95
	111
	119

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- Complete the six step sequence listed in the Daily Protocol, using the five day activities provided for each skill.
 - Step 1 Fluency cold read
 - Step 2 Lesson
 - Step 3 Target Skill Practice
 - Step 4 Unit Text Practice
 - Step 5 Fluency
 - Step 6 Quick Check

Monitor




Fluency Tracker

Student:	Week 1 Day 1	Week 1 Day 2	Week 2 Day 1	Week 2 Day 2	Week 3 Day 1	Week 3 Day 2
Inflectional Endings						
Consonant Digraphs (beginning)						
Consonant Digraphs (ending)						
Consonant Blends (beginning) Part 1						
Consonant Blends (beginning) Part 2						
Multisyllabic Words (closed syllable)						
Consonant Blends (ending)						
Long Vowel/Silent e						
Letter Sound Variations and Generalizations						
Other Beginnings, Other Endings						
Vowel Digraphs (long) Part 1						
Vowel Digraphs (long) Part 2						
Vowel Digraphs (other) Part 1						
Vowel Digraphs (other) Part 2						
R- or L- Controlled Part 1						
R- or L- Controlled Part 2						
Vowel Diphthongs						
Multisyllabic Words (open syllable)						

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Quick Check Tracker

Student:	Week 1 Day 1	Week 1 Day 2	Week 2 Day 1	Week 2 Day 2	Week 3 Day 1	Week 3 Day 2	Week 4 Day 1	Week 4 Day 2
Inflectional Endings								
Consonant Digraphs (beginning)								
Consonant Digraphs (ending)								
Consonant Blends (beginning) Part 1								
Consonant Blends (beginning) Part 2								
Multisyllabic Words (closed syllable)								
Consonant Blends (ending)								
Long Vowel/Silent e								
Letter Sound Variations and Generalizations								
Other Beginnings, Other Endings								
Vowel Digraphs (long) Part 1								
Vowel Digraphs (long) Part 2								
Vowel Digraphs (other) Part 1								
Vowel Digraphs (other) Part 2								
R- or L- Controlled Part 1								
R- or L- Controlled Part 2								
Vowel Diphthongs								
Multisyllabic Words (open syllable)								

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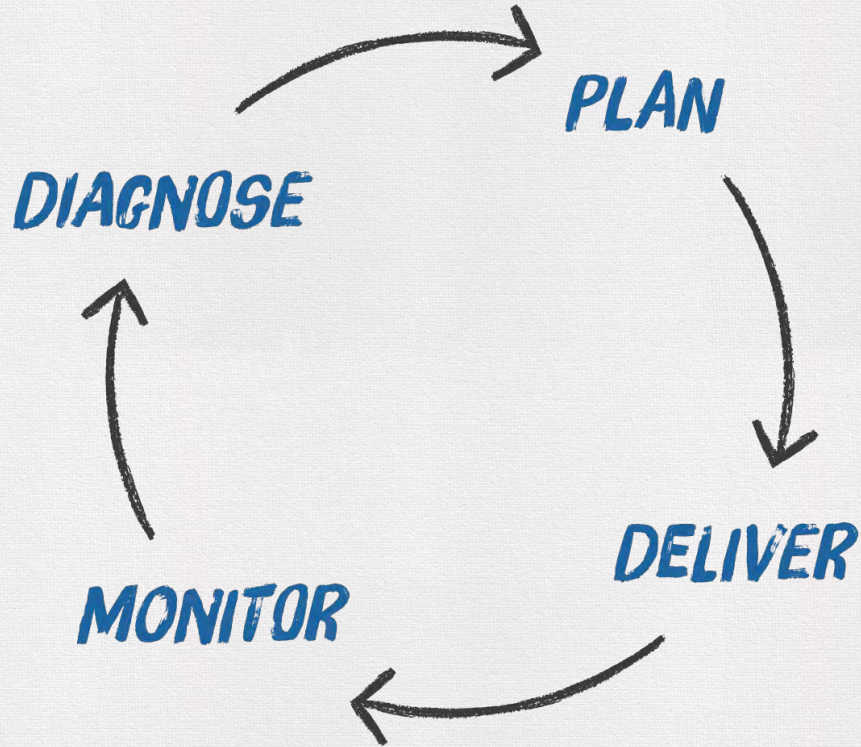
- Complete the Fluency tracker and Quick Check tracker daily to monitor student growth.
- After four weeks of tutoring, readminister the Student Skill Checklist.



Acceleration Cycle Deep Dive

**Example from
Grade 3 Knowledge Pack: Because of
Winn-Dixie**

Acceleration Cycle



Diagnose

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H-chart

Directions: Compare and contrast the actions of the store manager in chapter 2 with your actions of the preacher.

Store Manager


Preacher

No Beliefs

Grade 5: Lessons of Missions

- Complete the H-chart for the store manager and the preacher.
 - Provide details of each character, including their thoughts, words, actions, and feelings.

Plan and Deliver




Knowledge Pack Text Set: *Because of Winn-Dixie*

Text One
 "The Icicle Symphony" by Julia Gousseva
 Julia Gousseva has written for *Highlights*. In this short story, a girl in Moscow, a cat with her uncle. As you read, take notes on Marina's feelings throughout the story.

Text Two
 "Jeamine Girl" by Jay Manokaran
 Jay Manokaran has written for *Highlights*. In this short story, a girl works hard to you read, take notes on Shanti and Jodi's friendship.

Text Three
 "Reading to Max" by Heather Klassen
 Heather Klassen has written for *Highlights*. In this short story, a boy reads to a cat notes on the relationship between the boy and the cat.





Sample Student Schedule

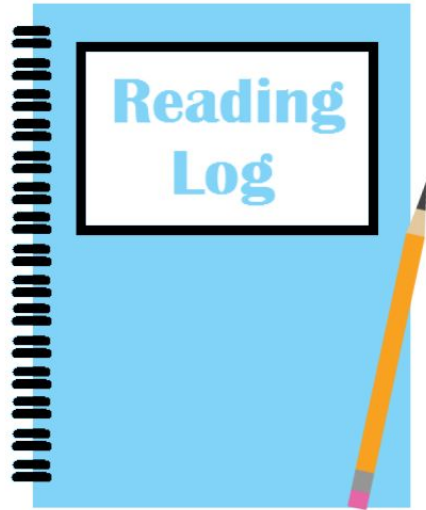
Week 1	
Day One	Day Two
Read text one and complete the questions that follow.	Re-read text one and complete the Sensational 6 journal entries for that text.
Reread text one and complete the rolling knowledge entries for that text.	Read text two and complete the questions that follow.
Week 2	
Day One	Day Two
Reread text two and complete the rolling knowledge entries for that text.	Read text three and complete the questions that follow.
Re-read text two and complete the Sensational 6 journal entries for that text.	Reread text three and complete the rolling knowledge entries for that text.
Week 3	
Day One	Day Two
Re-read text three and complete the Sensational 6 journal entries for that text.	Make a plan for your final project.
Reread the three texts and identify the Sensational 6 words and write a well-developed summary of the texts using the Sensational 6.	
Week 4	
Day One	Day Two
Brainstorm the product of your final project.	Develop your product for your final project.
Draft the product of your final project.	Plan your presentation of your final project.
	Present your final project.
	Reflect on your final project.



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- Use the analog or virtual option to provide students with resources
- Follow the sample student schedule and support students in reading the texts and completing the Rolling Knowledge Journals and a Sensational 6 Journals.
- Support students brainstorming, planning, and completing the Final Project.

Monitor



Answer the following question in your reading log:

- How do the preacher's actions move the plot of the text forward?

- Continue to use formative assessment data from a high quality curriculum to monitor and diagnose student need.

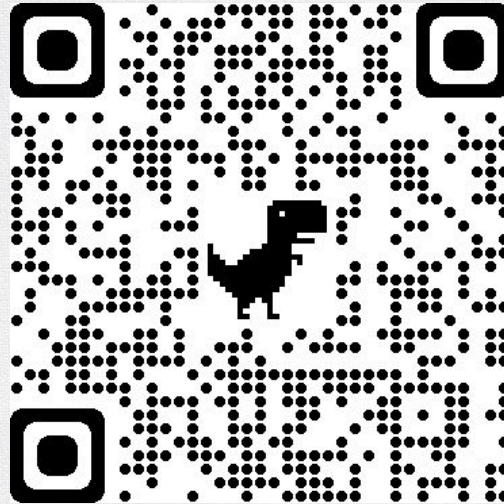
Possible Questions

1. My school system uses a curriculum other than ELA Guidebooks. How can this help me?
2. Are there other ways to utilize these resources outside of a "tutoring" session?
3. Is it ever a good idea to do a session with a whole class?
4. Do I use these resources with the same group of students each week?

Feedback and Questions

Please provide feedback on the Accelerate ELA Resources by filling out this form.

[Feedback survey](#)



For questions or suggestions, please reach out to ELAGuidebooks@la.gov.