

LOUISIANA DEPARTMENT OF EDUCATION



Accelerate ELA Resources 2021-2022



DO NOW

Accelerate ELA Resources: K-2

Accelerate ELA K-2 resources include:

- Forty-five 30 minute Foundational Skills Lessons for Kindergarten and First Grade
- Forty 30 minute Foundational Skills Lessons in Second Grade
- Twenty 30 minute Knowledge Building Lessons in grades Kindergarten and First
- Thirty 30 minute Knowledge Building Lessons in Second Grade.
- Best Practices for Embedding Foundational Skills and Language Standards in the Writing Activities of the K-2 Accelerate ELA Knowledge Lessons

Accelerate ELA Grades K-2 2021-2022

[Accelerate ELA K-2](#) resources:

Accelerate Tutoring Resources for K-2 ELA

Foundational Skills Tutoring Lessons		
Kindergarten	First	Second
Lessons 1-20	Lessons 1-20	Lessons 1-20

Kindergarten Knowledge Tutoring Lessons	
Text Titles	Unit Topic and Suggested Time of Year for Acceleration
"Bear, Gull, and Crow"	Native Americans, Mid-year
"The Lenape: The People of the Seasons" (coming soon)	Native Americans, Mid-year
More lessons and text titles to be released on a rolling basis.	




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Accelerate ELA Update: K-2 Foundational Skills

Accelerate ELA K-2 Foundational Skills Lessons:

- Warm up activity (phonological awareness);
- Fluency passages;
- Sound sorts;
- Comprehension; and
- Writing (guided practice, partner, independent)



Accelerate Grade K ELA Foundational Skills Lesson 1	
Target Skills	Environmental Sounds, Segmenting Sentences
3 minutes	<p>Warm-Up Environmental Sounds Objective: Prompt student attention to sounds and engage thinking about sounds.</p> <p>Listening:</p> <ul style="list-style-type: none"> • Choose a location around the classroom that provides distinct environmental sounds. (For example, pencil sharpening, Teacher clapping.) • Once settled in the environment, have students close their eyes to listen and think about the sounds they hear. • Ask students to share and discuss the sounds heard. • Extend by asking students to listen again for additional sounds not initially identified. (e.g. "You mentioned talking and laughing. What other sounds do you hear?")
9 minutes	<p>Explicit Instruction Environmental Sounds Objective: Ensure familiarity with the target sounds, state the purpose for listening, and model the desired performance.</p> <p>Materials: Picture Prompt and Word/Phrase Sentence Chart (#1)</p> <p>Learning about Environmental Sounds:</p> <ul style="list-style-type: none"> • Make several different animal sounds: moo, oink, meow, woof, quack. • Identify each sound. Students repeat. • Tell students the purpose of listening for this lesson is to imitate a sequence of sounds. This means you have to remember what you hear and make the sounds in the same order. • Model the skill. Say, "moo, moo," and repeat, "moo, moo." Point out you copied the right sounds in the right order. Then say, "quack, moo," and follow with, "moo, quack." • If students don't catch your error, point out that you said the right sounds but in the wrong order. • Repeat the item correctly and complete a few more examples using two or three sounds. <p>Animal Noises: 1. moo 2. oink 3. meow 4. woof 5. quack 6. cock-a-doodle-doo 7. hiss 8. neigh 9. bee 10. buzz 11. tweet 12. squeak 13. cluck 14. rabbit 15. roar 16. who-who-who</p> <p>Segmenting Sentences Objective: State the purpose for listening and model the desired performance.</p> <p>Learning about Segmenting Sentences:</p>
5 cubes per student	
Sound Worksheet	

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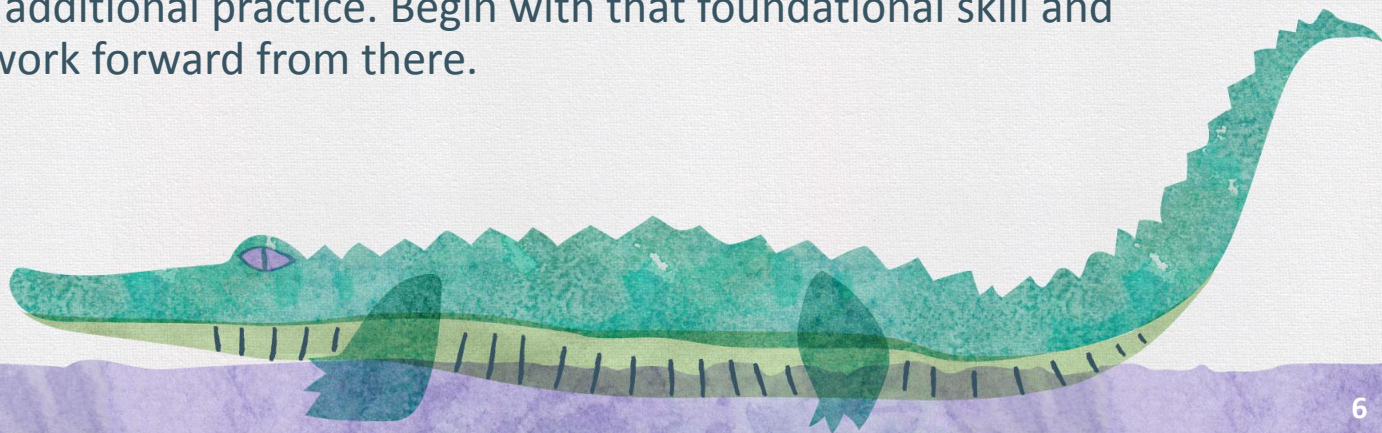
Accelerate Tutoring Resources for K-2 Foundational Skills

1st Grade Accelerate ELA Foundational Skills ¹ Table of Contents			
Lesson 1	/p/ (pot) spelled 'p'—'P' /n/ (net) spelled 'n'—'N'	/k/ (cat) spelled 'c'—'C' /a/ (bat) spelled 'a'—'A'	/g/ (gift) spelled 'g'—'G'
Lesson 2	/i/ (hit) spelled 'i'—'I' /d/ (dot) spelled 'd'—'D'	/o/ (hot) spelled 'o'—'O'	/t/ (top) spelled 't'—'T'
Lesson 3	/m/ (mad) spelled 'm'—'M'	/f/ (fit) spelled 'f'—'F'	/v/ (vet) spelled 'v'—'V'
Lesson 4	/s/ (sun) spelled 's'—'S'	/z/ (zip) spelled 'z'—'Z'	/h/ (hat) spelled 'h'—'H'
Lesson 5	/b/ (bat) spelled 'b'—'B'	/l/ (lip) spelled 'l'—'L'	/r/ (red) spelled 'r'—'R'
Lesson 6	/w/ spelled 'w' (wet)	/e/ spelled 'e' (bed)	/u/ spelled 'u' (but)
Lesson 7	/j/ spelled 'j' (jump)	/y/ spelled 'y' (yes)	

How do I know which skill to start with for each student?

Teachers have two choices for entry points:

- Select a foundational sound or skill that will be taught in upcoming lessons within your curriculum. This will serve as a preview for new learning and will help students to accelerate their learning.
- Use a literacy screener to determine skills for which students can benefit from additional practice. Begin with that foundational skill and continue to work forward from there.



How should teachers prepare to teach these K-2 Foundational Skills Lessons?



Know the Tier 1 Curriculum that is taught in class:

- What new sounds and skills are being introduced in upcoming lessons?
- Introduce those sounds and skills in small groups to students before they will learn them in class.

Know your students:

- Which sounds are students expected to already know, but they still need additional practice opportunities on these sounds and skills in order to succeed in future learning?

Know these resources:

- How can they be used to support students?




DO NOW

Accelerate ELA Update: K-2 Knowledge Building


Accelerate ELA K-2 Knowledge Building Lessons:

- Multiple read-alouds/close reads from CKLA;
- Text dependent questions;
- Note taking and graphic organizers;
- Vocabulary work;
- Discussion; and
- Writing (shared and independent)



Accelerate Knowledge Pack Grade 1
Astronomy: "Stars" 2A

Materials	<ul style="list-style-type: none"> • "Stars" and flipbook images retrieved from Domain 6 Core Knowledge Language Arts • Anchor chart with the title "Facts about Stars" (retain for lesson 2B) • Paper and pencil
Foundational Skills Embedded in Lesson	<ul style="list-style-type: none"> • Decodable Words: star; spelling "ir" for the /ir/ sound • Tricky Words: none specifically noted in lesson • Fluency - oral reading fluency (echo, choral, individual) with accuracy, appropriate rate and with expression based on punctuation.
Introduce the Text	<ul style="list-style-type: none"> • Tell students they will be listening to a read aloud of a text titled, "Stars." • Tell students to listen carefully to learn about stars.
Read Aloud 5 minutes	<ul style="list-style-type: none"> • Project or display the text. • Read aloud "Stars" without interruption, except to pause and display the picture cards. <ul style="list-style-type: none"> ◦ Add out and/or place emphasis on parts of the text, especially vocabulary (i.e. "many of those stars that you see are actually <i>incredibly</i> large" Etc.). This will help students make the connections with the knowledge demands of the text.
Read and Understand 10-15 minutes	<ul style="list-style-type: none"> • Facilitate <i>shared inquiry</i> about the text and provide <i>sentence stems</i> to promote conversations. • Ensure that students use <i>accountable talk</i> throughout the discussion and refer to the text to provide support for their ideas. • Display an anchor chart with the title, "Facts About Stars" and explain to students as we read about stars and learn new facts we will add them to our anchor chart. • Display image 3a-1: Dust.



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Knowledge Lesson Writing Activities

- Lessons encourage students to apply foundational writing skills while they express understanding of grade-level text(s).
- In Kindergarten, and as needed in First and Second grade, tutors should practice Shared Writing or Sharing the Pen to encourage students to write incorporating foundational skills they are practicing in class.
- Connecting the Foundational Skills with the text-dependent questioning is crucial for helping students learn how to write on demand.



Best Practices for Embedding Foundational Skills into Knowledge Lesson Writing Activities

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.

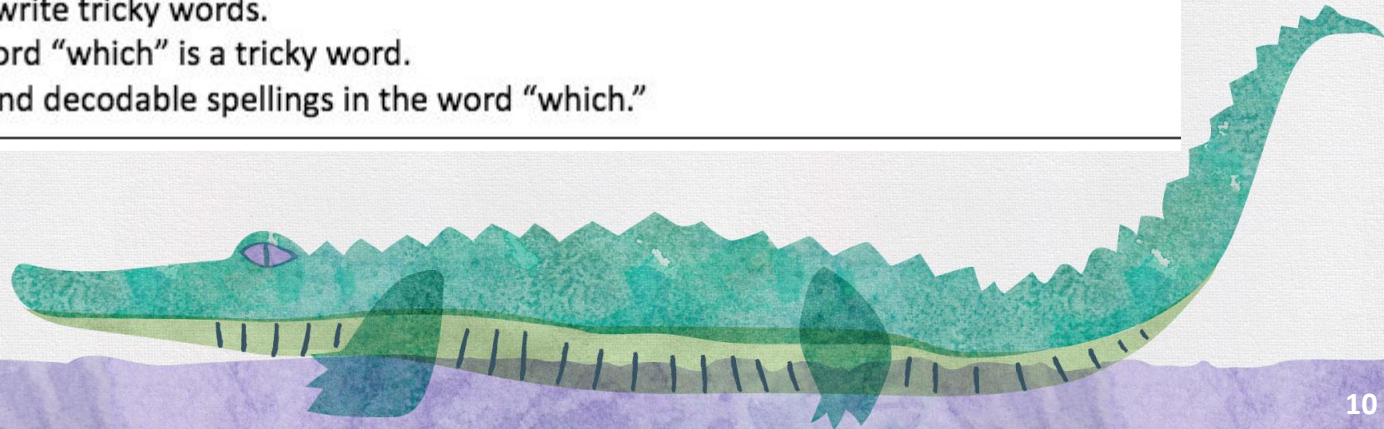
For example, students may write decodable details, e.g. "It is a star." and "The sun is made up of hot gas."

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."



How should teachers prepare to teach these K-2 Knowledge Lessons?



Know the texts in the Resources:

- Around what topics are the texts building knowledge?
- How can this new knowledge support students in the high quality curriculum your district is using either in reading, science or social studies?

Know your students:

- Which standards-aligned questions are they having trouble with understanding?
- What academic vocabulary needs to be taught and retaught for success in upcoming learning?



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Accelerate ELA Resources: Grades 3-10

Accelerate ELA Grades 3-10 resources include:

- Four additional knowledge-building texts for each of the five ELA Guidebooks units in grades 3-8;
- Five additional knowledge-building texts for each of the four ELA Guidebooks (2020) units in grades 9-10;
- Student-ready tutoring materials with seven lessons for each text; and
- Teacher-ready guidance for each lesson including exemplar responses



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Accelerate ELA Update: Grades 3-10

Set of 7
student-
facing
lessons

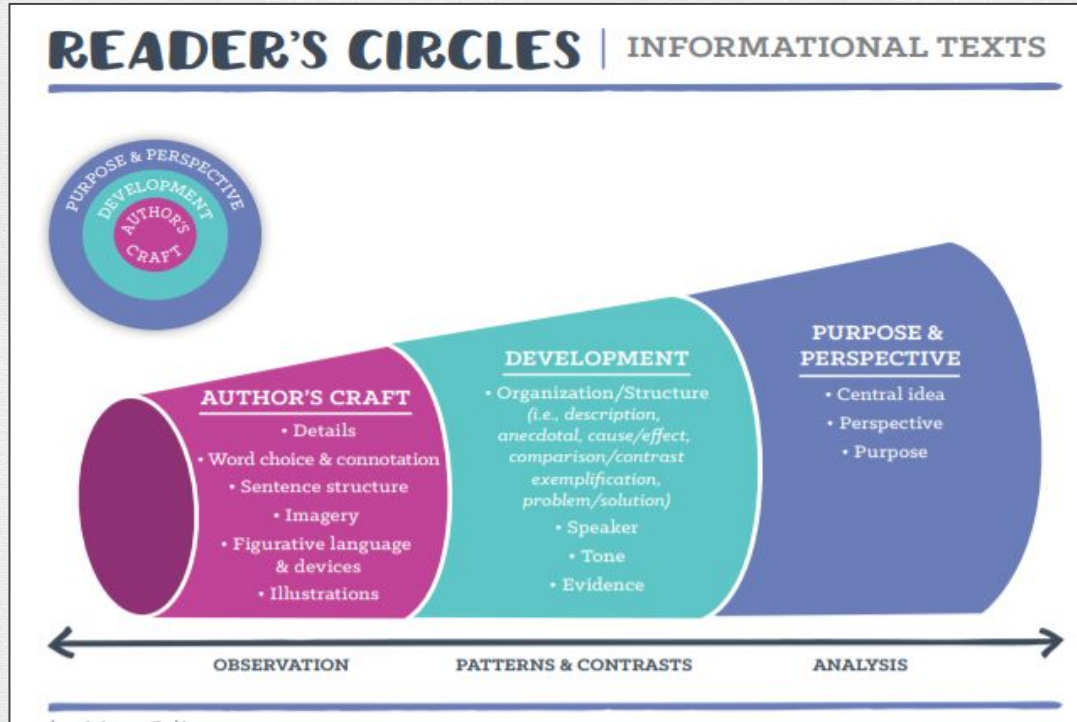
Teacher
notes and
exemplars

Unit
alignment
guidance

Grade 6 Unit: Steve Jobs

Text Title and Student Copy	Text Title and Teacher Copy	Guidance for When to Teach
"Lessons from Failure: Why We Try, Try Again"	"Lessons from Failure: Why We Try, Try Again"	Students would benefit from reading this text before beginning the unit. This text provides information on how failure impacts the brain, which could help students understand how some people persevere in the face of failure.

Lessons 3-7 Cycle through the Lenses of the Reader's Circles



Targeted Writing Practice

Lessons will offer opportunities for specific writing practice on the following skills and more:

- Creating complex and varied sentence structures
- Forming claims
- Writing topic sentences
- Selecting relevant evidence
- Embedding and citing text evidence
- Developing quality paragraphs to text-dependent prompts
- Practice with figurative language



Table of Contents as Menu of Learning Options

Table of Contents	
Grade: 5	Unit: The Making of a Scientist
Text Title: Michael Jordan: A Profile in Failure Text Author: Jeff Stibel Text Genre: Biography	
Text Overview: “Michael Jordan: A Profile in Failure” is an biographical sketch about the successes and failures that made Michael Jordan the person and superstar he is today.	
Lesson 1: Close Reading, Annotate, and Sensational Six Journal (Vocabulary)	
Lesson 2: Rolling Knowledge Journal and Summary	
Lesson 3: Fluency, Observation, Inference, Transition Word Sentences	
Lesson 4: Fluency, Vocabulary, Word Choice and Connotation	
Lesson 5: Fluency, Central Idea, Supporting Details, Evidence-Based Paragraph Writing	
Lesson 6: Fluency, Cause and Effect, Conjunctions	
Lesson 7: Fluency, Figurative Language, Introductory Clauses	

Acceleration for Learners with the Most Opportunity for Growth

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How can these resources be used in districts that do not use ELA Guidebooks?

✓	Examine the texts and their topics or themes.
✓	Look for overlap with high quality ELA curriculum.
✓	Look for overlap with science or social studies curriculum.
✓	Recognize that the lessons are teaching and providing practice with standards-aligned vocabulary.
✓	Provide opportunities for very strategic practice with reading and with writing.

How should teachers prepare to teach these 3-10 Tutoring Lessons?

Tutors should understand and be able to use the features on [Commonlit.org](https://www.commonlit.org).

- Turn on the Guided Reading Mode for the first reading. This ensures that students pause after a section of the reading to answer questions.
- Do NOT assign the comprehension questions at the end of the text.
- Understand the read-aloud feature and how to use it.
- Learn how to use the highlighter and the sticky notes feature in the annotations.
- Translation is available in Spanish only.

Texts can be printed for students if tutors decide that is best option.

How should teachers prepare to teach these 3-10 Tutoring Lessons?



Know the texts in the Resources:

- About what topics are the texts building knowledge?

Know the skills being addressed in the lessons:

- What academic vocabulary needs to be taught and retaught for success in upcoming learning?
- Write exemplar responses. This will help you think through the process of writing as if you are a student.

Know your students:

- Which standards-aligned questions are they having trouble with understanding during daily instruction?
- For which lessons are you using the read-aloud feature?

Thank you

- All Accelerate ELA resources are posted under the Guidance section of the [Accelerate](#) landing page.
- A recording of this webinar will be available under the Webinars section of the [Accelerate](#) landing page next week.
- Please contact elaguidebooks@la.gov with any questions.

