



---

**Back to School  
Professional Learning:**

**Accelerating Learning in ELA**

---

# Objectives

By the end of this webinar, you will be able to

- explain the acceleration model and its core pillars; and
- plan for ELA Accelerate implementation.







What does it mean to **ACCELERATE**  
learning?







**Acceleration** means connecting unfinished learning in the context of new learning, integrating new information and the relevant prior knowledge.

builds knowledge and skills required in core instruction of high-quality curriculum

proactively and deliberately plans for action

targets skills and are individualized supports based on student need



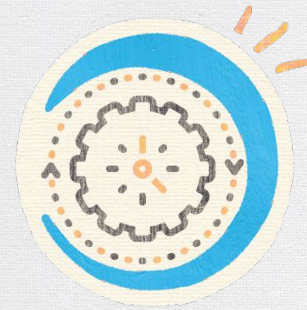
# Accelerate Core Pillars



**Intentional Structures**



**High-Quality Materials**

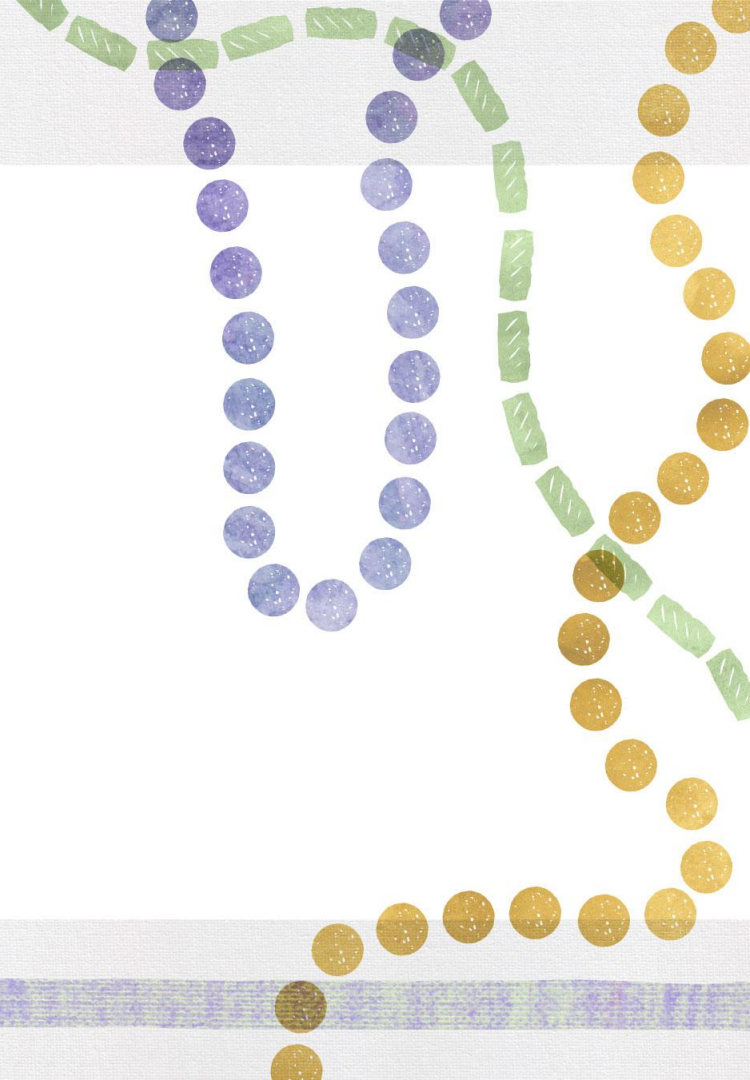
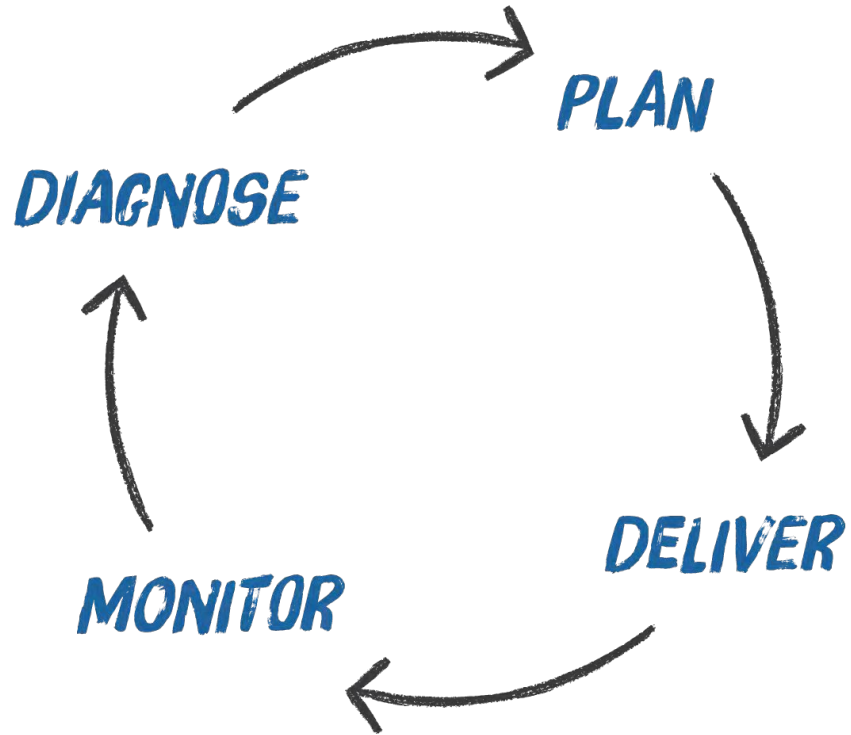


**Effective Instruction**



 **Believes**

# Accelerate Cycle





# Literacy Accelerator

Making sure  
students learn  
to read.

More  
evidence  
comm

STUDENT  
ACHIEVEMENT  
PARTNERS

## Reading as Liberation—An Examination of the Research Base

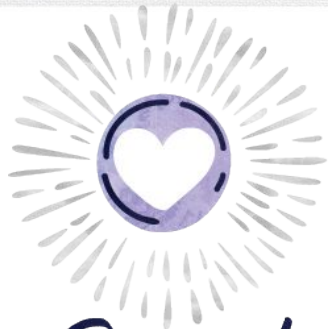
How Equity, Acceleration, and Personalization  
Improve Student Learning

February 2021

# Readers and Writers

Expanding the  
vocabulary  
children bring  
with them.

ning  
nding  
s read  
ersal  
ss.



Support

“Personalized learning in literacy education is an approach in which teaching and other learning experiences build on each student’s strengths, address each student’s needs, spur student motivation and agency, and help all students meet grade-level standards and, ultimately, achieve college and career readiness.”

- [achievethecore.org](https://achievethecore.org)



# What does it mean to **ACCELERATE** learning?

Teaching skills in isolation.

Providing supports during core instruction.

Teaching **BELOW** grade level.

Utilizing “just-in-time” supports.

Speeding up or compressing content.

Embedding supports to build understanding.

Locating resources outside of HQIM.

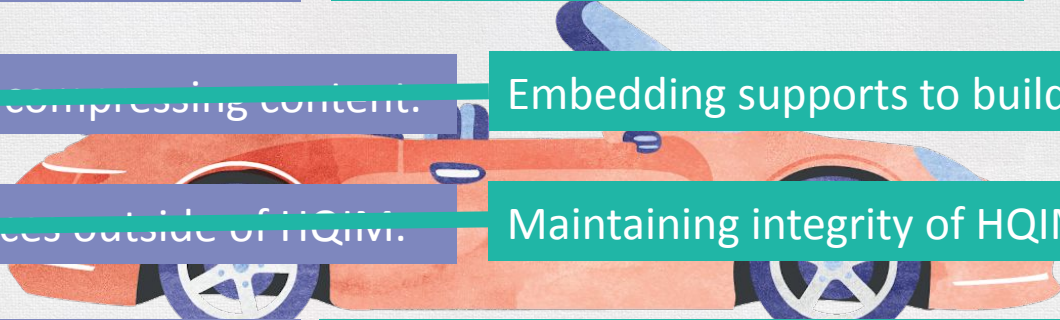
Maintaining integrity of HQIM.

Grouping by perceived ability.

Analyzing relevant and current data.

Using **ONLY** standards-based assessments.

Using diagnostics and formatives.



How is **ACCELERATE** different from  
**REMEDiate**?





# Remediation vs. Acceleration

Reacting to student performance on a lesson.

Reteaching skills.

Teaching below grade-level standards.

Addressing part of the problem.





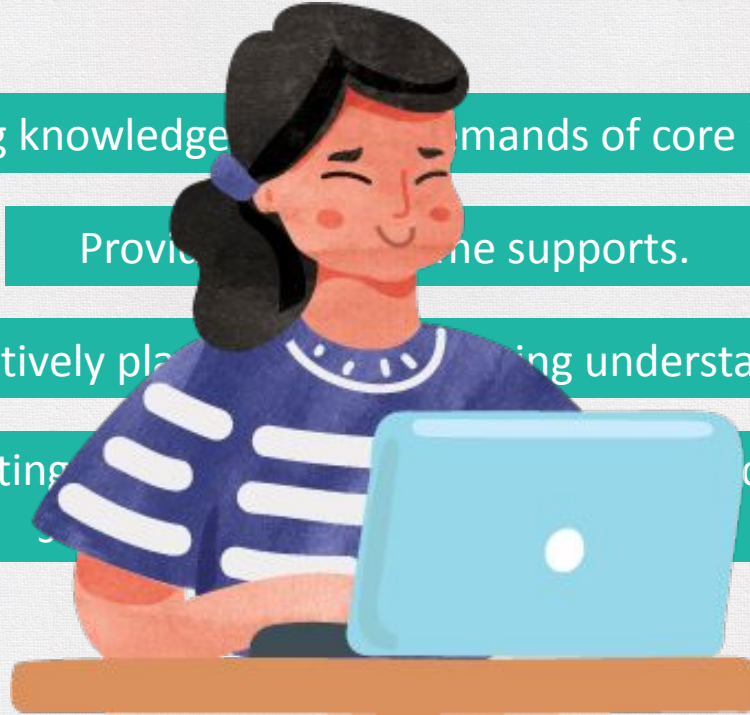
# Remediation vs. Acceleration

Identifying knowledge demands of core instruction.

Providing the supports.

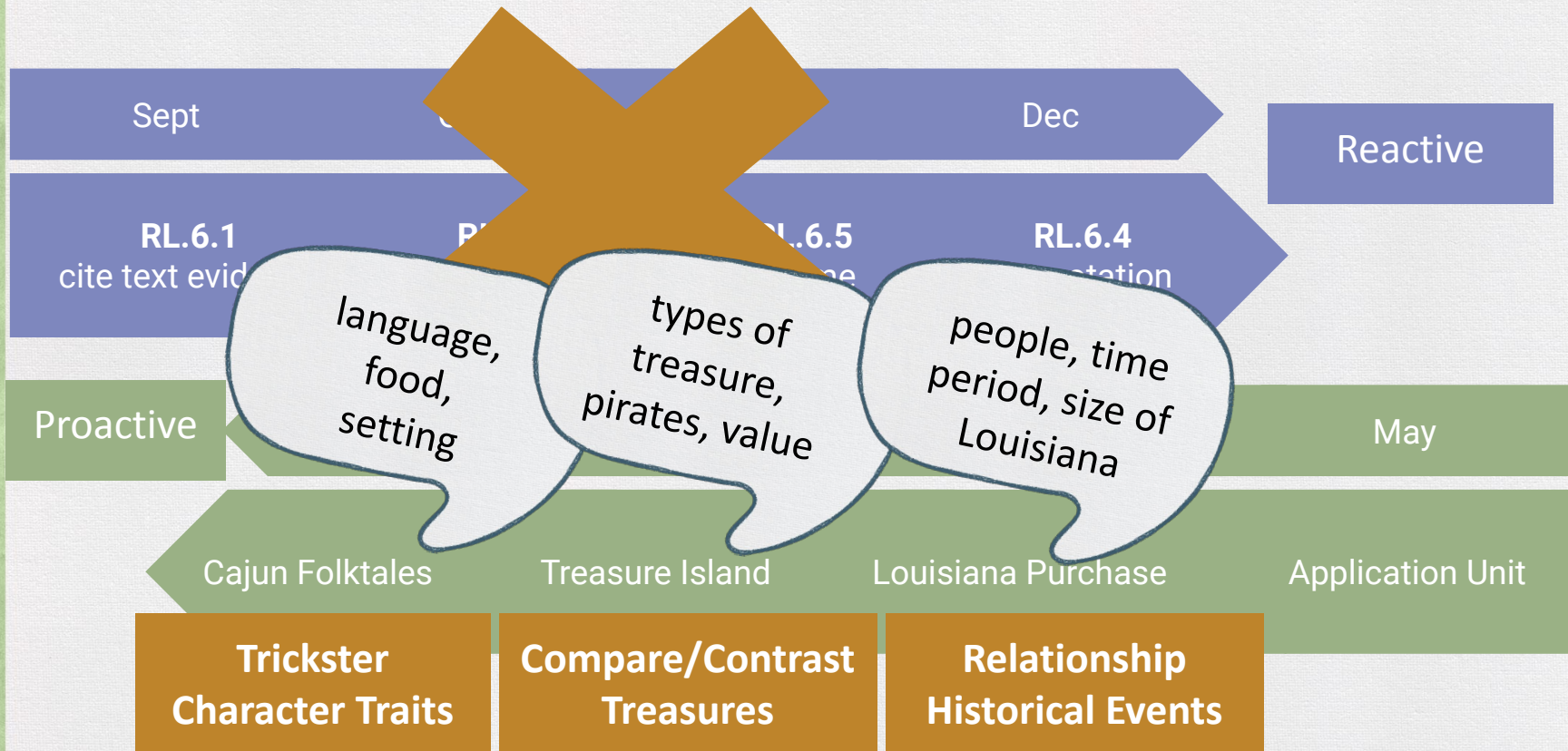
Proactively planning for understanding.

Targeting instruction as needed as





# Acceleration in ELA: Knowledge





COURTNEY

ZEKE

DEV

JEREMIAH

MICHAEL

TAMARA



**HIGH  
KNOWLEDGE**

**LOW  
KNOWLEDGE**

 **Believes**



What resources are available to  
**ACCELERATE** learning?



# General Supports

## Ask Guiding Questions

Connections

Comprehension  
Check

Scaffold

## Direct Support or Examples

Teacher Cues

Anchor Charts

Vocabulary

## Model

Processes

Student Sample

Teacher Talk Moves



# Specific Supports

English Learner

Paired Reading

Preview/View/  
Review

Vocabulary  
Connections

Students with Significant  
Cognitive Disabilities

Companion  
Resources

Sentence Stems

Small Group

Literacy

Fluency Support

Additional Models

Vocabulary Support

We will engage in a turn and talk discussion to review how Louisiana's unique culture influences folktales.

### Teaching Notes

5 min

Conclude the discussion by asking students to summarize the discussion.

#### Directions

#### Materials

Our next story is set in Louisiana.

Turn and talk with a partner to answer the following question.

**Question:** How might Louisiana's unique culture influence the characters, setting, and plot of a story?

If students need support during the activity:

- Ask guiding questions.
  - What is unique about living in Louisiana?
  - How does that influence the folktale story elements?
- Provide direct support or examples.
  - Refer students to "Culture" - Britannica Kids that was read in the previous section.
  - Make a list of cultural elements that are specific to Louisiana.
    - Language: French vocabulary
    - Characters: Lapin and Bouki
    - Crops: cotton, sweet potatoes, rice, corn
    - Food: seafood gumbo, sweet bread pudding, sauce piquante
  - Prompt students to use the conversation stems in the discussion reference guide.
  - Listen in to the paired conversations and offer support as needed.
- Model how to continue the discussion and probe thinking by using teacher talk moves.
- Additional diverse learner supports:
  - English learners
  - Students with cognitive disabilities
  - Foundational literacy supports



How do you plan for  
**ACCELERATION** in ELA?





# Planning

**Step 1:** What does the data say?

Analyze curricular assessment data.

Identify what challenges students have.

Group students with common challenges.

**Step 2:** What does the HQIM say?

Preview upcoming assessments.

Preview upcoming lessons.

Identify where to address challenges.

**Step 3:** What does the schedule say?

Identify the point of the lesson to include supports.

Review instructional minutes.

Schedule supports.



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



Know the **progression of the HQIM** 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 the **resources**:

- How can the resources be used to support students?

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

## Know the resources:

- What topics are the texts building knowledge around?
- How can this new knowledge support students in the high quality curriculum?

## Know your students:

- What knowledge do students already have?
- What knowledge are students missing to be able to apply their learning in future tasks?





# How should teachers prepare to teach Lessons for grades 3-10?



Know the texts in the **Resources**:

- About what topics are the texts building knowledge?

Know the **knowledge and skills** being addressed in the lessons:

- What knowledge needs to be understood for success in upcoming learning?
- What skills will need additional support based on curricular assessment data?

Know your **students**:

- Which skills are especially challenging for each student based formative assessment data?
- What knowledge do your students need to access the meaning of the text?

# Class Configuration



**WHOLE CLASS** *Support* **SMALL-GROUP**

 Believes



# Next Steps

- Review the Accelerate materials and integrate the supports into instruction.
- Check the [ELA Back to School Professional Learning Overview document](#) regularly to learn when new professional learning has been added.
  - Additional topics
    - Interactive Supports
    - ELA Guidebooks 9-12 (2020) Mentor Sentence and Vocabulary Activity Updates
    - Let's Set the Context Videos





# Contact ELA Guidebooks

[elaguidebooks@la.gov](mailto:elaguidebooks@la.gov)