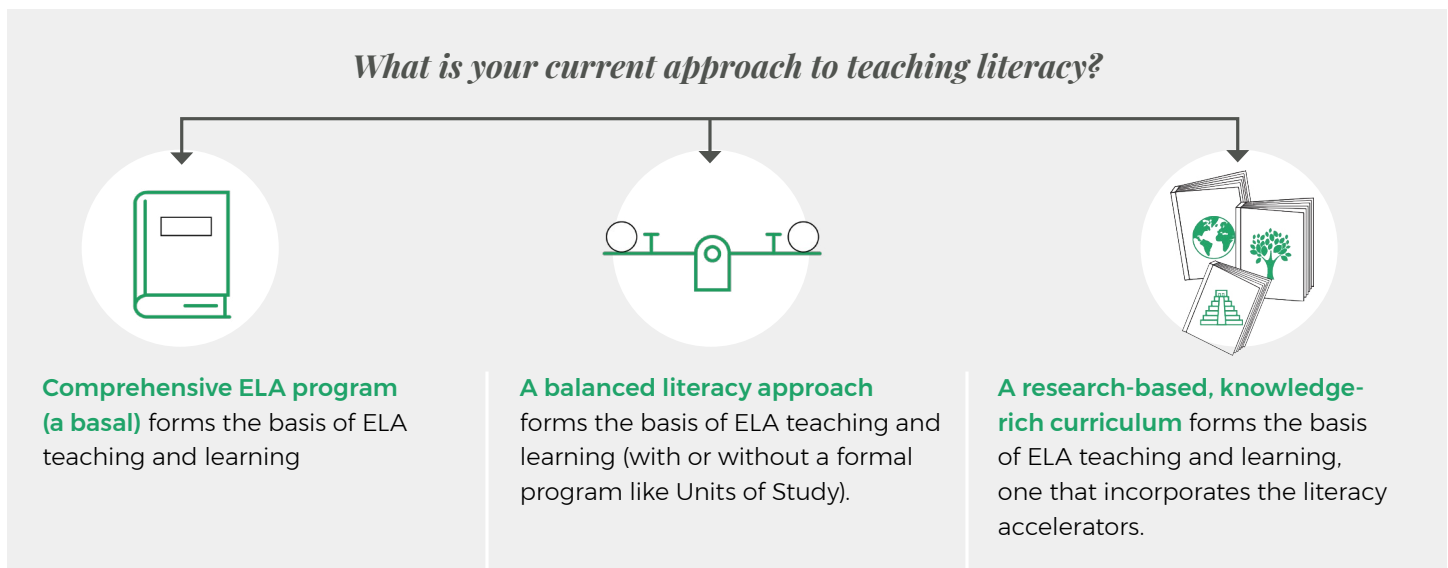


STUDENT ACHIEVEMENT PARTNERS

APPENDIX B | IMPLEMENTATION GUIDANCE FOR LITERACY ACCELERATION¹

In order to implement the recommendations in this report, many schools will need to make shifts. Schools, teachers, and students are all in different places. This is always the case, but is currently exacerbated by nearly a year of education during a pandemic. So these recommendations are framed to answer this question: “As a district/school/teacher, what can I do short term and what can I do longer term to accelerate literacy outcomes for my students—with the aid of personalization where appropriate?”

There are three scenarios in the charts² below to play out these recommendations. They are based on what kind of ELA approach is currently in place:



As we have noted at various points in this paper, the most effective change is to have a research-based ELA program that includes each accelerator. That same recommendation is a recurring theme of this resource: as soon as possible, ensure a research-based ELA program (or programs) is selected and in place. See the Consideration Questions (Appendix A) for specific recommendations for doing so.

1. Deploy a systematic, structured foundational skills program;
2. Deploy a knowledge-rich ELA curriculum (note—there are programs that do both 1 & 2);
3. Build teacher capacity in the accelerators through content-aligned, job-embedded professional learning cycles.

Then, enhance personalization following the recommended priority areas from the report. Select specific personalized approaches or tools to ensure “every student gets what they need and everybody gets the good stuff” in order to accelerate student literacy attainment toward or beyond grade-level expectations.

Throughout the chart, symbols mark the recommended approaches:

- Human-enabled
- Technology-enabled
- Tech-enabled not recommended

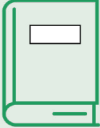


¹ While it is beyond the scope of this paper to articulate a full vision of what an ELA classroom would look like (with all the literacy accelerators in place, personalized approaches integrated into the classroom so student needs are met, equitable learning outcomes prevail, and every student thrives), that vision has been developed in other resources. See [Placing Text at the Center of a Standards-Aligned Classroom, Both/And Literacy Instruction \(for K-5\)](#), or [Recommendations from The Opportunity Myth](#) (especially for older students).

² Foundational skills (Accelerator #1) is in a chart apart from the other 4 accelerators since effective approaches differ substantially.

Literacy Accelerator 1


Foundational Skills & Automatic Word Recognition: Phonemic Awareness, Phonics, Fluency

SCHOOL STARTING OUT	SHORT TERM STEPS...	LONG TERM STEPS...
<p>We use a basal reading program with lots of components. Foundational skills is one of them. It is structured but can get lost in the shuffle of the many demands.</p> 	<p>INVENTORY THE COMPONENTS:</p> <p>Does it assess foundational skills at least weekly with actionable follow-up depending on student mastery of discrete skills?</p> <p><i>If not, request guidance and recommendations from the materials maker. Most basal programs do have regular assessment of foundational skills, but if omitted, ask them how this was omitted.</i></p> <p>Does it have an abundance of practice opportunities for phonics mastery for the majority of students who need a lot of reps, including activities students can do independently?</p> <p><i>If not, integrate resources to quickly add additional at-bats and student practice, which can be tech-based or human enabled tasks.</i></p> <p>Does it have both basic and advanced phonemic awareness (most programs do not have the latter, as of 2020)?</p> <p><i>If not, consider using a stand-alone phonemic awareness program. A free easy-to-use and lively program can be found here.</i></p> <p>Does it teach and support the discredited three-cueing system for word recognition?</p> <p><i>If it does, provide professional learning addressing why this is ineffective and how to replace it with a phonics-first approach</i></p> <p><i>In the meantime, you can use the easy-to-follow tool (found at the bottom of the webpage) for reinforcing phonics patterns even with non-decodable books.</i></p> <p>Does it use a centers approach?</p> <p><i>If it does, is it clear that the activity in the center maximally and directly reinforces elements of foundational skill instruction (for example matching correct spelling to pictures instead</i></p>	<p>AS REGULAR BEST PRACTICE:</p> <p>After a skill is introduced and students have had a chance to practice it, students are assessed on that skill. How students do on each assessment drives next steps for personalized student work and follow-up using differentiated instruction.</p> <p>Phonemic Awareness/Advanced Phonemic Awareness:</p> <p> <i>Students who demonstrate mastery of current and past skills:</i></p> <ul style="list-style-type: none">• Play oral sound games like building silly sentences with same first sound words or of onomatopoeia words (with peers or tech-enabled).• Listen to recorded books while following along. <p> <i>Students who are not yet demonstrating mastery of current and past skills:</i></p> <p>Focused practice on challenge spots doing various phonemic manipulation activities (to build speed and accuracy until mastery is reached).</p> <p>Phonics:</p> <p> <i>Students who demonstrate mastery of new and previously introduced patterns:</i></p> <ul style="list-style-type: none">• Read independently or with peers.• Free-write using known patterns correctly, inventing spelling to approximate patterns not-yet-learned.• Play word games via computer, paper & pencil, or socially <p> <i>Students who are not yet demonstrating mastery of new and previously introduced patterns:</i></p> <ul style="list-style-type: none">• 1:1 tutoring• more opportunities for practice, in and out of context

SCHOOL STARTING OUT	SHORT TERM STEPS...	LONG TERM STEPS...
<p>We use a basal reading program with lots of components. Foundational skills is one of them. It is structured but can get lost in the shuffle of the many demands. [continued]</p> 	<p><i>of spending time drawing pictures illustrating a phonics pattern; phonics sorting activities that include saying the word and analyzing the sounds each letter or letters represent rather than just compiling lists. See the Both/And Literacy Instruction (Appendix) for practical guidance.</i></p> <p>GENERAL ACTIONS TO IMPROVE STUDENT OUTCOMES:</p> <ul style="list-style-type: none"> • At the school level, make clear the priority place foundational skills have in the early grades (Pre-K or K-3). • Prioritize foundational skills instruction in the early grades by ensuring teachers are able to dedicate at least 45 to 60 minutes daily. • Ensure all staff understand the crucial role regular diagnostic assessments play in student success with foundational skills mastery. • Ensure staff know how to effectively use the diagnostics and information from assessments to personalize instruction and student learning. • Provide professional learning on the research base for the components of foundational reading if teachers do not know it. Include support personnel in this work. • Provide teachers with content-specific professional learning or coaching so every teacher can navigate the foundational skills resources of the program confidently. Include support personnel in this work. 	<p>Fluency:</p> <p> <i>Students who demonstrate mastery of grade-level text:</i></p> <ul style="list-style-type: none"> • Do Readers Theater or other fun activities that promote confident public speaking. • Prepare for formal public speaking (of practiced passages). • Read independently or with peers. • Free-write. • Do buddy reading that supports other students not yet fluent. <p> <i>Students who are not yet demonstrating mastery of grade level text:</i></p> <ul style="list-style-type: none"> • Engage in small-group or tech-enabled work that provides more reps with fluency while reading (programs like Amira or Read Naturally can be effective, but require human cheerleading!). • Do Readers Theater or other fun fluency activities that also promote confident public speaking. • Prepare for formal public speaking (of practiced passages).

SCHOOL STARTING OUT	SHORT TERM STEPS...	LONG TERM STEPS...
<p>Foundational skills are integrated into our balanced literacy program and are mostly done in context. We do not have a “structured, systematic” foundational skills program for all students in the primary grades (pre-K or K-3).</p> 	<p>INVENTORY THE COMPONENTS:</p> <p>Are assessments of foundational skills provided at regular intervals (at least weekly) with actionable follow-up depending on student mastery of discrete skills?</p> <p>Does it have an abundance of practice opportunities for phonics mastery for students who need a lot of reps?</p> <p><i>If either answer is no, the most important thing you can do is use a systematic, structured foundational skills program.³</i></p> <p>Does it have both basic and advanced phonemic awareness (most programs do not have the latter, as of 2020)?</p> <p><i>If no, consider using a stand-alone phonemic-awareness program in addition to a systematic, structured foundational skills program. A free easy-to-use and lively program can be found here.</i></p> <p>Does it teach and support the discredited three cueing system for word recognition?</p> <p><i>If it does, provide professional learning addressing why this is ineffective and how to replace it with a phonics-first approach.</i></p>	<p>Investigate and select a more robust (structured, systematic, and comprehensive) foundational skills program to adapt and train on.</p> <p>There are free, open education resources footnoted below. There are also many commercial programs. Ask to see the research base and student results before selecting.</p>
<p>We have a research-based, knowledge-based program that includes structured systematic foundational skills.</p> 	<p>INVENTORY THE COMPONENTS:</p> <p>Does it assess foundational skills at least weekly with actionable follow-up depending on student mastery of discrete skills?</p> <p><i>If not, request guidance and recommendations from the materials maker and ask them how this was omitted. You may be overlooking this part of the program, as this is uncommon.</i></p> <p>Does it have an abundance of practice opportunities for phonics mastery for students who need a lot of reps?</p> <p><i>If not, integrate resources for</i></p>	<p>AS REGULAR BEST PRACTICES:</p> <p>After a skill is introduced and students have had a chance to practice it, students are assessed on that skill. How students do on each assessment drives next steps for personalized student work and follow-up using differentiated instruction.</p> <p>Phonemic Awareness/Advanced Phonemic Awareness:</p> <p> <i>Students who demonstrate mastery of current and past skills:</i></p>

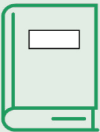


³ Open (free) resources include [Bookworms](#), [CKLA Skills Strand](#), [FL Education Foundational Skills](#), [TN Best for All](#).

SCHOOL STARTING OUT	SHORT TERM STEPS...	LONG TERM STEPS...
<p>We have a research-based, knowledge-based program that includes structured systematic foundational skills. [continued]</p> 	<p><i>personalization, whether tech-based or human-enabled tasks, to quickly add additional at-bats and student practice.</i></p> <p>Does it have both basic and advanced phonemic awareness (most programs do not have the latter, as of 2020)?</p> <p><i>If not, consider using a stand-alone phonemic awareness program. A free easy-to-use and lively program can be found here.</i></p>	<ul style="list-style-type: none"> • Play oral sound games like building silly sentences with same first sound words or of onomatopoeia words (with peers or tech-enabled). • Listen to recorded books while following along.. <p><i>Students who are not yet demonstrating mastery of current and past skills:</i></p> <p>Focused practice on challenge spots doing various phonemic manipulation activities (to build speed and accuracy until mastery is reached).</p> <p>Phonics:</p> <p><i>Students who demonstrate mastery of new and previously introduced patterns:</i></p> <ul style="list-style-type: none"> • Read independently or with peers. • Free-write using known patterns correctly, inventing spelling to approximate patterns not-yet-learned. • Play word games via computer, paper & pencil, or socially. <p><i>Students who are not yet demonstrating mastery of new and previously introduced patterns:</i></p> <ul style="list-style-type: none"> • 1:1 tutoring • more opportunities for practice, in and out of context <p>Fluency:</p> <p><i>Students who demonstrate mastery of grade level text:</i></p> <ul style="list-style-type: none"> • Do Readers Theater or other fun activities that promote confident public speaking. • Prepare for formal public speaking (of practiced passages). • Read independently or with peers. • Free-write. • Do buddy reading that supports other students not yet fluent. <p><i>Students who are not yet demonstrating mastery of grade-level text:</i></p> <ul style="list-style-type: none"> • Engage in small-group or tech-enabled work that provides more reps

SCHOOL STARTING OUT	SHORT TERM STEPS...	LONG TERM STEPS...
<p>We have a research-based, knowledge-based program that includes structured systematic foundational skills. [continued]</p> 		<p>with fluency while reading (programs like Amira or Read Naturally can be effective, but require human cheerleading!).</p> <ul style="list-style-type: none"> • Do Readers Theater or other fun fluency activities that also promote confident public speaking. • Prepare for formal public speaking (of practiced passages).

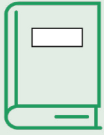
Literacy Accelerator 2-5

Knowledge, Vocabulary, Writing & Comprehension

SCHOOL STARTING OUT	SHORT TERM STEPS...	LONG TERM STEPS...
<p>We use a basal reading program with lots of components. Foundational skills is one of them. It is structured but can get lost in the shuffle of the many demands.</p> 	<p>Teachers should focus on whole-class shifts that incorporate the literacy accelerators, to the extent possible, within the current program.</p>  <i>Knowledge Building & Volume of Reading (Accelerator 2):</i> <ul style="list-style-type: none"> • Implement available systems/materials for accountable independent reading. Encourage reading of informational texts. • Use accountable independent reading as an opportunity to expand the textual variety so all students have the opportunity to both see themselves and learn about others/new knowledge as they read. Consider having titles available in languages that represent the linguistic diversity represented in the community. • Develop short, knowledge-rich text sets connected to the module topics or tap into existing ones for students to read during independent reading time. • Design these to complement the topics of your units or around student interest. Make sure text set topics and ingredients represent a wide variety of viewpoints and cultural representations. • Organize your classroom libraries and small book by topic rather than 	<p>FOR ACCELERATORS 2-4:</p> <ul style="list-style-type: none"> • When you can, adopt a knowledge-rich curriculum that is built on research findings and supports each literacy accelerator: Students and teachers will benefit most from a high-quality curriculum that attends to building word and world knowledge. • Until the materials makers expand their offerings, district and school teams should work to adapt materials to be culturally expansive while also responding to the specific needs and cultures represented in the community. • Attempting to developing these cultural fixes teacher by teacher will lack coherence and is too large a lift for teachers working in isolation. <p>See the full Synthesis on Knowledge Building for more discussion of these questions and potential solutions.</p>  <i>Comprehension through close reading (Accelerator 5):</i> <ul style="list-style-type: none"> • Ensure a consistent school-wide discussion-rich approach to close reading instruction so that leaders can coach and support teachers and teachers can provide peer support. • A common set of tools, language, and approaches benefits students

SCHOOL STARTING OUT

We use a basal reading program with lots of components. Foundational skills is one of them. It is structured but can get lost in the shuffle of the many demands. [continued]



SHORT TERM STEPS...

by the level of books and letting students choose to read about the topics they are interested in. To see how, [go here](#).

- Use tech-enabled programs to allow students to read a volume of texts on a topic. See [Readworks Articles a Day sets](#) (all resources free with registration) or [Mindstar Books](#) or [Simple Wikipedia](#) for examples of existing or easily modifiable resources.
- Consider replacing a thematic fiction unit that covers a range of topics with a nonfiction unit focused on one topic. Do this once a quarter to build knowledge. Examples can be found in these Materials Guidance Documents for [Reading Wonders](#) or [HMH Journeys](#).



Vocabulary - in and out of context (Accelerator 3):

- Ensure read-alouds and close reading lessons include both drop-in vocabulary instruction and direct instruction of tier 2 vocabulary.
- If possible, embed use of the [Microsoft Immersive Reader](#) for students who might need more support for in-the-moment definitions via their visual dictionary and read aloud functions.
- Make use of tools such [Wordsmyth](#) or [freethesaurus](#) while working closely with text and encourage students to use them when reading on their own.
- Emphasize morphology and polysemous words (words that have multiple shades of meaning). Play games such as [Free Rice](#), [Vocabulary Spelling City](#), or crosswords and charades, while increasing student exposure to high-value words and phrases.
- If your instructional materials have stand-alone vocabulary study, utilize it. If it doesn't, consider supplementing with a high-quality choice such as [Wordly Wise 3000](#). A list of well-vetted programs can be found at [Common Sense Education](#).

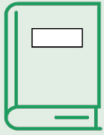
LONG TERM STEPS...

and teachers alike. Building close reading lessons around interactive discussions engages students and is particularly good for English learners.

- Explicitly model and expect a strong standard of coherence for all students while reading.
- Ensure that many questions expect students to make bridging inferences and to make sense of the text as a whole so students can develop strong situation models during close reading.
- Be explicit about the fact these practices and habits of mind transfer to all reading students do, not just during instructed practice.

SCHOOL STARTING OUT

We use a basal reading program with lots of components. Foundational skills is one of them. It is structured but can get lost in the shuffle of the many demands. [continued]



SHORT TERM STEPS...



Use of Evidence (Accelerator 4):

- If the majority of student discussion opportunities or writing prompts are disconnected from text, or are primarily narrative or opinion based, teachers should adjust writing prompts so that writing is in response to text, and there are common source materials and learning available to all students.
- Ensure students support ideas and arguments with text-based evidence in both their discussions and in writing in response to text.
- Note: this is an area where tech-enabled personalization could be enormously helpful in reducing the workload responding to student writing represents for teachers. See the full discussion in [Accelerator 4: Text-Based Writing Has Untapped Power.](#)



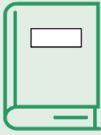



Comprehension Through Close Reading (Accelerator 5):



Basals generally have grade-level complex text passages in every week's lesson sequence. Ensure teachers use these texts with all students and give them the time and attention they need by:

- Making close reading (multiple attentive reads to uncover layers and meaning in complex passages) of grade-level complex text a regular practice of ELA (if not current practice for all students already). Teachers can either leverage rich, grade-level texts and instructional guidance in the current materials for close reading or tap into an OER curriculum⁴ for this portion of ELA. Make sure you are giving close reading of rich texts ample instructional time.
- Stopping or greatly reducing the instructional time students spend in below-grade-level texts (leveled reading).
- Organizing texts into topics and shifting to support knowledge-

LONG TERM STEPS...




⁴ Excellent vetted materials are available through: [Bookworms](#), [EL Education](#), [FishTank](#), [Teaching Tolerance](#)

SCHOOL STARTING OUT	SHORT TERM STEPS...	LONG TERM STEPS...
<p>We use a basal reading program with lots of components. Foundational skills is one of them. It is structured but can get lost in the shuffle of the many demands. [continued]</p> 	<p>building (Accelerator 2) through a volume of reading, which is when students should be reading texts they can access largely on their own.</p>	
<p>We use a balanced literacy approach (Units of Study, F & P or have developed our own).</p> 	<p>Teachers should focus on whole-class shifts that incorporate the literacy accelerators, to the extent possible, within the current program. See this additional resource for a comprehensive, practical look at actions to take.</p> <p> <i>Knowledge Building and Volume of Reading (Accelerator 2):</i></p> <ul style="list-style-type: none"> • Reorganize your classroom library so books are no longer organized by levels but are organized by topic. To see how, go here. • Allow students to read topics of interest to them. • Offer and encourage reading of knowledge-rich nonfiction texts. • Use this as an opportunity to expand your library so all students have the opportunity to both see themselves and learn about others/new knowledge as they read. Consider having titles available in languages that represent the linguistic diversity represented in the community. • Develop short, knowledge-rich text sets based on student interest not current reading level, or tap into existing ones for students to read during independent reading time. • Use tech-enabled programs to allow students to read a volume of texts on a topic. See Readworks Articles a Day sets (all resources free with registration) or Mindstar Books or Simple Wikipedia for examples 	<p>FOR ACCELERATORS 2-4:</p> <ul style="list-style-type: none"> • When you can, adopt a knowledge-rich curriculum that is built on research findings and supports each literacy accelerator: Students and teachers will benefit most from a high-quality curriculum that attends to building word and world knowledge. • Until the materials makers expand their offerings, district and school teams should work to adapt materials to be culturally expansive while also responding to the specific needs and cultures represented in the community. • Developing these fixes teacher by teacher will lack coherence and be too large a lift for teachers alone. <p>See the full Synthesis on Knowledge Building for more discussion of these questions and potential solutions.</p> <p> <i>Comprehension through close reading (Accelerator 5):</i></p> <ul style="list-style-type: none"> • Ensure a consistent school-wide discussion-rich approach to close reading instruction so that leaders can coach and support teachers and teachers can provide peer support. • A common set of tools, language, and approaches benefits students and teachers alike. Building close reading lessons around interactive discussions engages students and is particularly good for English learners. • Explicitly model and expect a strong standard of coherence for all



SCHOOL STARTING OUT	SHORT TERM STEPS...	LONG TERM STEPS...
<p>We use a balanced literacy approach (Units of Study, F & P or have developed our own). [continued]</p> 	<ul style="list-style-type: none"> of existing or easily modifiable resources. Develop short, knowledge-rich text sets for students to read during independent reading time. Design these to complement the topics in science or social studies or around student interest. Text set topics and ingredients should represent a wide variety of viewpoints and cultural representations. Encourage students to work in pairs based on interests <p> <i>Vocabulary - in and out of context (Accelerator 3):</i></p> <ul style="list-style-type: none"> Ensure read-alouds and close reading lessons include both drop-in vocabulary instruction and direct instruction of tier 2 vocabulary essential to the text Encourage students to use newly acquired words in their writing. Requiring students to use targeted academic words and phrases anchored in the texts they're reading as part of their writing and small-group discussions can increase students' experiences with the words and phrases and help cement those words in their working knowledge. If possible, embed use of the Microsoft Immersive Reader for students who might need more support for in-the-moment definitions via their visual dictionary and read-aloud functions. Make use of tools such Wordsmyth or freethesaurus while working closely with text, and encourage students to use them when reading on their own. Give students responsibility to uncover the meaning of unknown words encountered in print by teaching them how to use the Academic Word Finder. Emphasize morphology and polysemous words (words that have multiple shades of meaning). Play 	<p>students while reading.</p> <ul style="list-style-type: none"> Ensure that many questions expect students to make bridging inferences and to make sense of the text as a whole so students can develop strong situation models during close reading. Be explicit about the fact these practices and habits of mind transfer to all reading students do, not just during instructed practice.

SCHOOL STARTING OUT	SHORT TERM STEPS...	LONG TERM STEPS...
<p>We use a balanced literacy approach (Units of Study, F & P or have developed our own). [continued]</p> 	<p>games such as Free Rice, Vocabulary Spelling City, or crosswords and charades, while increasing student exposure to high-value words and phrases.</p> <ul style="list-style-type: none"> • If your instructional materials have stand-alone vocabulary study, utilize it. If they don't, consider supplementing with a high-quality choice such as Wordly Wise 3000. A list of well-vetted programs can be found at Common Sense Education. • Emphasize morphology and polysemous words (words that have multiple shades of meaning). • If your instructional materials have stand-alone vocabulary study, utilize it. If they don't, consider supplementing with a high-quality choice such as Wordly Wise 3000. <p> <i>Use of Evidence (Accelerator 4):</i></p> <ul style="list-style-type: none"> • If the majority of student writing is in response to disconnected prompts, or is primarily narrative or opinion based, teachers should adjust writing prompts so that writing is in response to text, and there are common source materials and learning available to all students. Ensure students support ideas and arguments with text-based evidence in both their discussions and in writing in response to text. • Note: this is an area where tech-enabled personalization could be enormously helpful in reducing the workload responding to student writing represents for teachers. See the full discussion in Accelerator 4: Text-Based Writing Has Untapped Power. <p> <i>Comprehension Through Close Reading (Accelerator 5):</i></p> <ul style="list-style-type: none"> • Make close reading (multiple attentive reads to uncover layers and meaning in complex passages) of grade-level complex text available to all students regardless of current 	

³ Open (free) resources include [Bookworms](#), [CKLA Skills Strand](#), [FL Education Foundational Skills](#), [TN Best for All](#).

SCHOOL STARTING OUT	SHORT TERM STEPS...	LONG TERM STEPS...
<p>We use a balanced literacy approach (Units of Study, F & P or have developed our own). [continued]</p> 	<p>reading level.</p> <ul style="list-style-type: none"> • Make sure all students can have hands and eyes on grade-level text. • Make this a regular practice daily. • Either leverage existing rich, grade-level texts in current library for close reading or tap into an OER curriculum⁵ for this portion of ELA. • If current program has students spending instructional time in below-grade-level texts (leveled reading), this practice should stop. 	
<p>We have a research-based knowledge-rich program, but little or no personalization.</p> <p>We want our texts and approaches to better reflect the cultures, backgrounds, and ethnicities represented in our community.</p> <p>We want to take advantage of newly learned research about the accelerators.</p> 	<p>Teachers should begin to implement personalization and choice of common tasks during a dedicated time where students receive support on a common task.</p> <ul style="list-style-type: none"> • All students work on a project related to the core topic at the same time, but have a choice regarding the nature of the project.(essay, report, short story, song, poem...). • All students are encouraged to broaden the current topic/project offerings by investigating areas of knowledge, practice or culture that reflect backgrounds, lived experiences, and viewpoints of individuals in the class, tying them back into course themes and topics. <p> <i>Schools might prioritize:</i></p> <ul style="list-style-type: none"> • End-of-unit projects: Give students a choice on how to execute the end-of-unit projects. Prioritize topics and methods that affirm students' identity. • Working in teams (district, school, or grade-level) to adapt or swap out materials to be culturally expansive while also responding to the specific needs and cultures represented in the community. • Developing these fixes teacher by teacher will lack coherence and too large a lift for teachers alone. • Insure the expanded offerings fit in 	<ul style="list-style-type: none"> • Rethink use of time: teachers begin to prioritize extended periods of time where student activities and the type of support vary. • Work blocks: Students have a work block and choose/cycle through what they work on (some do projects, some are reading, some do foundational skills). • Needs-based, specific differentiation: Students receive differentiated support based on need (some students get small-group support, while others have lighter-touch check-ins). • Schedule: Schools design their schedule intentionally to include personalization blocks created to meet specific needs and interests of students. • Expanding the walls: schools cultivate community opportunities for students to have co-ops, learning experiences, and divergent pathways to meeting grade-level standards and content requirements.

⁵ Excellent vetted materials are available through: [Bookworms](#), [EL Education](#), [FishTank](#), [TeachingTolerance](#)

SCHOOL STARTING OUT	SHORT TERM STEPS...	LONG TERM STEPS...
<p>We have a research-based knowledge-rich program, but little or no personalization.</p> <p>We want our texts and approaches to better reflect the cultures, backgrounds, and ethnicities represented in our community.</p> <p>We want to take advantage of newly learned research about the accelerators. <i>[continued]</i></p> 	<p>coherently with the knowledge rich curriculum in place.</p> <ul style="list-style-type: none"> • Push your materials provider to expand or provide alternative texts to better represent the diversity of cultures, languages, and experiences represented in your school and that of the wider world. <p>Instructional Methods: When there is choice for acquisition of knowledge, provide students choice over where, with whom, and how they acquire knowledge—individual, small groups, text-based, tech-based?</p> <p> <i>Comprehension Through Close Reading (Accelerator 5)</i></p> <ul style="list-style-type: none"> • Take advantage of the coherence of your instructional materials to ensure a consistent school-wide discussion-rich approach to close-reading instruction so that leaders can coach and support teachers, and teachers can provide peer support. • A common set of tools, language, and approaches benefits students and teachers alike. Building close reading lessons around interactive discussions engages students and is particularly good for English learners. • Explicitly model and expect a strong standard of coherence for all students while reading. • Ensure that many questions expect students to make bridging inferences and to make sense of the text as a whole so students can develop strong situation models during close reading. • Be explicit about the fact these practices and habits of mind transfer to all reading students do, not just during instructed practice. 	