

Humanities Accelerator Course (HAC): Third Period

What is the Humanities Accelerator Course (HAC) Model?

The HAC) model is a one-year humanities model that offers students a high-quality opportunity to accelerate their literacy and language capacity. The HAC model is grounded in [four tenets](#): identity, community, literacy, and criticality. These tenets are built and reinforced through a three-course combination of ELA, history-social studies, and a third period. ELA and history-social studies combine to create a humanities course that is aligned to local content standards and includes topics chosen to maximize engagement, reflect cultural relevance, and build a critical world view. In the Third Period, students build on this humanities content to expand their research and literacy skills through evidence-based strategies to accelerate literacy and language development. It is critically important that none of these courses are tracked—either on purpose or as a by-product of broader school scheduling. The students must be a true representative cross-section of the school’s enrolled 9th-grade students.

How does Third Period support the HAC Model?

The Third Period is crucial and intimately connected to the humanities content portion of the HAC model. Third Period is focused on personalization, providing further connections to humanities topics and providing precise support to ensure students can access grade-level course content and tasks. The content of this period will depend on the content work being done in humanities subjects (ELA and history-social studies).

There are three major components of Third Period: research project, language and literacy skills, and core support. The research portion of the Third Period gives students an opportunity for choice and relevant knowledge building. Research assignments reflect students’ personal interests related to topics and content in the ELA and history-social studies classes. The language and literacy skills work portion uses the core humanities course content and research texts to build any language and literacy skills work students have not yet had the opportunity to master. **This Third Period is not an extra, intervention, or remedial period; it is an extension of the study of humanities for all students in a way that is relevant to both who they are and what they need.** The class is an opportunity to build coherence across HAC coursework, deepen students’ community building, and provide strategic, just-in-time supports.

The framework provided here is intended to provide an instructive set of examples and resources to support teachers in facilitating students’ content and skills acceleration. This framework does not provide a year’s pacing guide, details of

core content, or one-size fits all literacy and language supports. As the year progresses, teachers and students will form stronger and stronger ways to structure and use this time to best meet their learning needs.

English Language Arts	History-Social Studies	Third Period
Course materials and instruction focused on building identity, community, literacy, content knowledge, and criticality through a focus on grade-level humanities content.		Extend humanities course materials and instruction to build identity, community, content knowledge, and to give opportunity to build research and needed reading/language skills.

Key Questions Students Explore in Third Period

- What deeper or supportive knowledge related to our current humanities course topics can we build through research?
- How can we collaborate to better understand humanities topics and communicate that understanding to our peers and to the broader community?
- How can we use texts related to current humanities course topics to build reading skills including phonemic awareness, phonics, word recognition, fluency, vocabulary, morphology, syntax, and comprehension?
- What plan do I need to make in order to complete my humanities coursework and research? What support(s) do I need to complete this coursework?
- What language and/or literacy supports do I need? What is my plan to build my language and/or literacy abilities?

Three Components of Third Period

Research Project	Literacy & Language Skills	Course Support
<ul style="list-style-type: none"> • Students select research topics related to the current humanities unit. • Students build research skills with explicit instruction and 	<ul style="list-style-type: none"> • Students engage in foundational reading/language skill-building activities as needed, using texts based on research topics or texts from 	<ul style="list-style-type: none"> • Students consistently engage in 1:1 check-ins and small-group support for any needed humanities course work, to discuss what is top of mind for,

<p>research practice embedded into current course content.</p> <ul style="list-style-type: none"> • Students work in groups, pairs, or individually to engage in research on the topic. • Students build knowledge on the selected topic and also focus on how identity, community, and criticality are built, interact, and are essential to understanding the world. • Students use multiple forms of media in their research to build knowledge on and practice with the topic as well as present their findings. • Students work individually or collaboratively to build a presentation of their knowledge appropriate for the subject and audience • Students present their research findings to peers, area experts, community members, etc. choosing from a variety of formats (e.g., video, dramatization, art work, debates, speeches) in addition to traditional formats. 	<p>social studies or ELA, guided by peers and teachers.</p> <ul style="list-style-type: none"> • Students have fluency and language practice in small groups, pairs, and 1:1 as needed. • Students engage in phonics and word recognition activities as needed to accelerate reading skills and provide access to grade-level text. • Students work on language tasks in small groups, pairs, and 1:1 as needed to access humanities content and research findings for presentation. Such activities include: contextualized vocabulary, oral language practice, form/syntax/structure work, translanguaging (native language usage), exploring models of writing, context building, etc. 	<p>and to explore recent events related to what they are studying.</p> <ul style="list-style-type: none"> • Students create goals for coursework tasks, research project, and reading/language skills that are based on their own learning needs and also aligned to course topics and grade-level standards. • Students are supported to read core humanities texts with lightweight accountability tasks (i.e., quick check-ins to ensure they are reading and feeling comfortable with reading assignments). • Students are provided additional time and support as needed to complete any humanities course tasks and to focus on the language of their humanities courses and/or research. • Students provide feedback to teachers and their group members about teacher-provided support course content and students' collaborative work.
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Sample Schedules

These samples are provided as an illustrative example of how teachers and students might structure the Third Period. As the year progresses, teachers will form continually stronger ways to structure this time as the needs of students are made clear. These possible schedules are examples and are not intended to limit the flexibility needed to design a course around student needs.

Example Class Period Schedules for Students

Daily Components of Third Period	50-Minute Class	60-Minute Class	90-Minute Class
Community Connections	10 Minutes	10 Minutes	10 Minutes
Mini-Lesson/Individual Research	40 Minutes	40–50 Minutes	60 Minutes
Focused 1:1/Small-Group Work	10 Minutes	10–20 Minutes	20 Minutes

Note: Teacher(s) will rotate for focused 1:1, pair, or small-group work while students are doing research; therefore, this targeted literacy and/or language support will occur at different intervals for the students within the rotation.

Example Week of Third Period Class

Day	Class Agenda: Students	Class Agenda: Teachers
1	<p>Welcome: Lead or participate in a welcoming activity.</p> <p>Students set their goals and plan for the week’s research, language and literacy skills work, and course support.</p> <p>Students work on a self-selected portion or portions of their weekly plan to deepen their research, build needed language and literacy skills, and get strategic support to complete course tasks.</p>	<p>Welcome: Lead or participate in a welcoming activity.</p> <p>Teachers work as needed with students to prepare materials students will need to engage in their weekly plan: research, language and literacy skills, and course support.</p> <p>Teachers support students’ plans to deepen their research, build needed language and literacy skills, and get strategic support to complete course tasks as needed, providing 1:1 small-group, advisory, and course support.</p>

		To better understand students' reading skills or oral/written language needs, teachers take inventory of students' fluency and word recognition, and share the findings with students (using norm-referenced tests at the start and end of the year and informal tools throughout the year).
2	Welcome: Lead or participate in a welcoming activity.	Welcome: Lead or participate in a welcoming activity.
3	Students work on a self-selected portion or portions of their weekly plan to deepen their research, build needed language and literacy skills, and get strategic support to complete course tasks.	Teachers support students' plans to deepen their research, build needed language and literacy skills, and get strategic support to complete course tasks as needed, providing 1:1 small-group, advisory, and course support.
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5	<p>Welcome: Lead or participate in a welcoming activity.</p> <p>Students work on a self-selected portion or portions of their weekly plan to deepen their research, build needed language and literacy skills, and get strategic support to complete course tasks.</p> <p>Students present research projects (either as an update or final draft). Students get feedback from peers and teachers.</p> <p>Progress reflection based on goals for the week—what went well, what needs adjusting, what remains a mystery?</p>	<p>Teachers support students' plans to deepen their research, build needed language and literacy skills, and get strategic support to complete course tasks as needed, providing 1:1 small-group, advisory, and course support.</p> <p>Provide feedback (warm/cool feedback, suggested changes, guiding questions around research, writing, language use) to students on progress for the work plan.</p> <p>Provide—based on teacher and student collaborative assessment of students' skills, progress, and needs—morphology, humanities unit vocabulary, or related reading fluency supports and native language</p>

connections.

Instructional Activities and Resources for Each Component of Third Period

The resources detailed below are organized by each component of Third Period. They are provided as examples in support of teachers and students designing Third Period. All will need adaptation to specific school and classroom environments. None of the resources should limit the flexibility needed to design a class around student needs.

Research Project

Student-selected topics related to the core humanities unit

If you don't already have a research planning guide as part of your curriculum, these resources might be helpful.

- From Humble Independent School District: handbooks for research planning in [middle](#) and [high school](#).
- From the University of California History Social-Studies Project:
 - A year-long [scope and sequence](#) to introduce and build research skills. Tools named can be found searching their title [here](#).
 - A source analysis and citation [worksheet](#). Students can paste excerpts from sources, and then paraphrase, analyze, and organize the excerpts via internal links and outlines. Includes a link to NoodleTools excellent citation tool.

Designed by the Stanford History Education Group, the [Civic Online Reasoning](#) curriculum is designed to teach students how to evaluate online information. Teachers can use single lessons or the whole module, either as-is or integrated into their existing instructional materials.

Language and Literacy Supports

Resources for supporting language and literacy skills using texts related to the core humanities topic(s)

Phonics and Word Recognition

- [Spelling City](#) is a website for lists of words with different phonics patterns and grade-level word lists. Educators and students can enter word lists derived from texts. There is a premium membership, but you can access some resources for free.
- The [STARI](#) program has success with word recognition (though is limited in other areas).
- [Really Great Reading](#) can be used as a program students opt into and is integrated with broader HAC course content.

Fluency

- [This series](#) of Peers and Pedagogy posts defines fluency and offers guidance for how to assess and support it.
- Assessment:
 - If you do not already have norm-referenced fluency assessments available for use at the start, midpoint, and end of year, these [middle school](#) and [high school](#) quick assessments work well. This [Fluency Norms Chart update](#) from Reading Rockets explains fluency assessment and provides guidance for grades 1–6. (This [older chart](#) goes up to grade 8.)
- Classroom Fluency Routines:
 - This [guide](#) from UnboundEd provides guidance on implementing fluency work across content areas.
 - From SAP: [Weekly Reading Routines](#) for fluency practice that can be easily embedded into Tier 1 instruction, fluency packets for grades [6-8](#) and [9-10](#), and a set of [Fluency Routines for Middle School and High School](#) that are designed for small-group work.
- Chapter 7 of the Libens’ book, [Know Better, Do Better](#), “[Unfinished learning and older students](#)” provides a useful case study and practical application of fluency work and word work (for full text, see [here](#)).

Morphology

- An overview of morphology from the International Dyslexia Association is [here](#).
- A background and routine for structured word inquiry is [here](#), and this [site](#) has a bank of SWI lessons. [This](#) etymology dictionary is a helpful start for SWI.
- From David and Meredith Liben: [Practical Guidance and Tips for Embedding Foundational Skills into upper grades teaching](#) provides instructions for embedding basic phonemic awareness, advanced phonemic awareness, and phonics into grade-level content work.

Syntax

Juicy sentences is an instructional routine that is excellent for learning about and exploring syntax within core texts. For more about this routines and examples, see:

- [What Does Text Complexity Mean for English Learners and Language Minority Students?](#) from Understanding

Language

- A video demonstration: [Inside Standards Institute: Analyzing Juicy Sentences at the Secondary Level - Shakiela Richardson](#)
- A description and guide, [Juicy Sentence Play](#) from the Great City Schools and [Juicy Sentence Guidance](#) from Student Achievement Partners

Reading and Multilingual Students (MLLs)

From the English Learner Success Forum (ELSF), reading activities and supports designed to provide strategic language support to MLL within the context of grade level course material include:

- [“Reading Dos and Don'ts”](#) for content area reading
- [Wide Angle Reading Template Protocol](#) for a message-level reading strategy
- [Do Leveled Readers Hurt or Help My ELs?](#) for guidance on why to not use below-grade-level text and what to do instead

Oral Language and Writing with Multilingual Learners

From ELSF:

- Resource for teachers and students to assess and reflect on students’ academic language: [Goal Setting for Writing and Oral Language](#)
- Resources to support the productive language skills of speaking and writing:
 - [Helping Emergent Bilinguals Become Confident Writers: Do’s and Don’ts](#)
 - [Sentence Fluency Activities for Newcomers](#)
 - [Talk Moves](#)
 - [Heart to Heart](#)

Language Skills /Supports for Multilingual Learners (MLLs)

Accountability and support to ensure all MLLs are accessing content and learning language to complete course work

In implementing support to multilingual learners, it is vital that teachers work closely with students and, if available, their English Language specialist(s), to know levels of literacy in both home language and the language of instruction. MLLs will each present their own language needs and therefore require individualized support based on their needs.

MLLs should not be pulled out of content learning when receiving language supports. This ensures appropriate supports to both access grade-level content and develop English language skills.

Planning, Objectives, and Levels of Language

- [Analyzing Content and Language Demands](#)—questions and guidance to plan language and research supports
- [WIDA Can Do 9-12 descriptors](#)—guidance for students and teachers on English language independence and what comes next

Native Language Usage and Groupings from the [English Language Success Forum](#):

- [Strategic Grouping for Home Language Supports](#)—support for development of content knowledge and language.
- [Translanguaging Strategies](#)—support for native language development/maintenance, content understanding, and English development

Course Support

Accountability and support to ensure all students are accessing and completing course work

Community Building: Class should start with a community-building activity. If needed, ideas for such activities include:

- Connection Circles: Teachers select a question or activity from [this deck](#) to support connection and community building in classrooms (built from the CASEL’s [SEL Framework](#)).
- Edutopia has these [10 Powerful Community Building Ideas](#).
- From Facing History and Ourselves, these [Opening and Closing routines](#) help create a safe and reflective community.

Light Accountable Reading: Light accountability for reading includes any quick activity that provides feedback to teachers and students about the state of student learning. If accountability resources or routines are needed, ideas include:

- ODell Education’s “Planning Accountable Independent Reading” [here](#), with specifically named activities in this [OE Literacy Toolbox](#). (Users will need to create a free log-in to access materials.)
- Student Achievement Partners’ Rolling Knowledge Journal (download [here](#)) to support students’ building knowledge and vocabulary while engaging with a text set.

Student Generated Goals and Progress Monitoring: It is essential to the HAC model that students feel ownership over their own learning, both in the form of evaluating their learning and feedback (to themselves, to peers, to educators).

Resources to use in collaboration with students to support this ownership and voice include:

- For descriptions and examples of feedback in the classroom, see "[Seven Keys to Effective Feedback](#)" by Grant Wiggins and "[How am I Doing?](#)" by Jan Chappuis.
- For centering student voice in feedback and instruction, see "[The Role of Students as Co-Teachers](#)" from [A Guide to Co-Teaching](#) (full text [here](#)). The [Anonymous Friday Feedback Form](#) is an example of regular student-to-teacher feedback.
- For description and examples of single point rubrics, see these resources from [edutopia](#) and [Cult of Pedagogy](#).
- For an example of a student-centered goal and reflection tool, see this "[Learning Compass](#)."
- For schools that don't yet use online goal setting and progress monitoring programs, tools such as [Sown to Grow](#) may be helpful for schools.

Notes on Implementation of Third Period

Third Period is not a nice name for "remediation"—it is an integral part of literacy acceleration and connection.

Using texts based on research topics, or texts from ELA or history-social studies, students engage in language and literacy skill-building activities as needed. This work is guided by peers and teachers. It is critical that whatever the nature of these activities, they are integrated with the humanities coursework and do not separate readers by skill into different working groups in any way. Language and literacy support should be made within the context of the Third Period course and humanities course topic(s); students should not be pulled out for interventions outside of the Third Period. The additional time and support as needed for students to complete any humanities course tasks should be focused on just-in-time supports chosen by teachers and students to accelerate learning.

Teacher Knowledge and Practice

There is a great deal of specialized knowledge around language, literacy, and independent learners that teachers will need to have in order to implement a Third Period course. Much of this knowledge around reading foundational skills and language learning might be new to many teachers. Resources such as SAP's [Improving Reading for Older Students](#), Facing History and Ourselves' [Independent versus Dependent Learners](#), and ELSF's [For Educators](#) may be helpful for teachers as they build their knowledge and skills implementing a HAC model. There are likely other resources from colleagues, local schools, and education support organizations that teachers will find helpful. A willingness to commit to evidence-based practices and resources, try and retry implementation, and peer collaboration will go miles towards supporting educators to do this work.

Helping to Identify Students for Extra Support in Language and/or Literacy

- There must be evidence-based measures used to evaluate student progress towards grade-level goals. This helps to interrupt any of the possible biases about students we all have and ensures that strategic instruction and support are meeting actual student needs.
- For language support: HAC teachers must collaborate with EL teachers to better understand and meet the language development level and progress of given students in the class. Teachers cannot only use a student's annual language assessment, their time living in the U.S., and previous schooling to make strategic decisions about language development. The needs of multilingual learners vary drastically from student to student. Therefore, there must be a tight collaboration with EL teachers and specialists along with input from and the empowerment of students. This ensures a shared vision of what language growth looks and sounds like to define how to get there. As this resource on [Formative Assessment Considerations](#) highlights, assessments of language really need to be based on what the students are producing around their learning; there is no easy plug-and-play assessment that can be used in lieu of the hard work around context-focused language development.
- To identify literacy supports: The [close reading task](#) within the Module Course Launch for HAC ensures students understand the constructs of decoding, word recognition, and fluency. They will then work with teachers to assess their own progress on each of these constructs based on national percentiles. Armed with this information, students will *make their own plan* to determine what progress they want to make and will work with teachers on how to make that progress.
- If your school setting does not have grade-appropriate, valid, norm-referenced literacy assessments, see those described below:
 - **Word Recognition and Decoding**
 - Test of Word Recognition Efficiency with the [TOWRE 2](#) (more described [here](#))
 - [Rapid Online Assessment of Reading](#)—a web-based suite of assessments from Stanford, including single word, phonological awareness, and sentence reading efficiency
 - [Capti Assess with ETS ReadBasix](#)—a web-based Diagnostic Reading Assessment for Grades 3-12 from SERP Institute, evaluating six key reading skills
 - **Fluency**—There are two choices for fluency:
 - One is the Test of Silent Word Reading Fluency 2 (TOSWRF-2). It is described and can be ordered [here](#).
 - The other option is to use any grade-level narrative fiction text in which a student reads aloud to a teacher who then scores the number of words correct per minute. This, of course, takes longer than the TOWRE 2 (above). You can get a complete description [here](#).
 - **Vocabulary**—[Word ID: Assessment Across the Content Areas](#) is a good assessment for vocabulary with some nice bridges to ELA/SS content.

Research Supporting the Third Period

[Reading as Liberation](#). Downloaded nearly 5,000 times, this is a synthesis of the most important literacy research and how it all fits together to explain what is needed to achieve reading proficiency.

[BARR](#). This is a high school program with elements similar to HAC but with much less of a curricular emphasis.

[Baye, Ariane & Neitzel, Amanda & Lake, Cynthia & Slavin, Robert. \(2018\). A Synthesis of Quantitative Research on Reading Programs for Secondary Students](#). This is a synthesis of secondary literacy interventions addressing why essentially all have failed to move students to proficient levels of reading.

[Translanguaging: Practice Briefs for Educators](#). Joanna Yip & Ofelia García, Ph.D., The Graduate Center, City University of New York.

[Formative Assessment As Contingent Teaching and Learning: Perspectives on Assessment As and For Language Learning in the Content Areas](#). Walqui, A., Assessment of ELs: Understanding Language. Stanford University.

[Using Formative Assessment to Help English Language Learners](#) by Maria Montalvo-Balbed

[English Learners Success Forum](#)

[Key Principles of ELL Instruction](#) from Understanding Language

[Can Do Descriptors](#) Grades 9–12 from WIDA