



## Summer Learning Accelerate ELA Guidance

When planning for summer learning opportunities, systems should refer to the [Summer Learning Program Guidance](#).

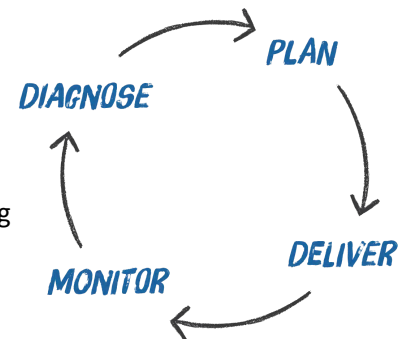
Consider the following when selecting materials for ELA.

- Choose [high-quality instructional materials](#) in which teachers have been trained and are familiar.
- Review guidance provided by high-quality curriculum vendors.
- Review [Summer Learning Accelerate ELA Lessons and Unit Plans](#).

Summer Learning Accelerate materials include lessons developed to be used **for ELA instruction during the school day** of the Accelerate Summer Learning Programs:

- Twenty 30-minute Foundational Skills Lessons based on [Core Knowledge Language Arts](#)® for students entering Kindergarten, entering First Grade, and entering Second Grade. In this document, they will be listed as Rising Kindergarten, Rising First, and Rising Second Grades.
- Twenty Knowledge and Close Reading Lessons for students exiting Kindergarten (Rising First Grade), exiting First Grade (Rising Second Grade), and exiting Second Grade (Rising Third Grade) based on the [ELA Guidebooks K-2 \(2014\)](#) 2014 units Chrysanthemum (K), Frogs (1), and Cinderella (2).
- **Guidance** on how to scale down the fifth [ELA Guidebooks 3-8 \(2018\)](#) or [ELA Guidebooks 9-10 \(2020\)](#) unit to twenty (20) one-hour lessons for Grades 3-10.

For districts using Summer Learning Accelerate ELA Materials, strategically plan for two separate literacy blocks daily in Rising First Grade students (exiting kindergarten) and Rising Second Grade (exiting First Grade), one for phonics and fluency and the other for close reading and knowledge building. Students entering 1st through 3rd grade will study a scaled-down version of an [ELA Guidebooks K-2 \(2014\)](#) unit. For students entering Grades 4-9, teachers will use a scaled-down version of the untaught fifth [ELA Guidebooks 3-8 \(2018\)](#) or [ELA Guidebooks 9-10 \(2020\)](#) to prepare students to engage in grade-level content for the next school year. Districts typically teach three to four ELA Guidebooks units during the school year.



The **Acceleration Cycle** should be a routine part of every ELA teacher’s daily planning for summer learning. This cycle of continuous planning and responding to address student needs will allow educators to personalize learning as they move through the four phases: Diagnose, Plan, Deliver, and Monitor. It is important to note teachers and students will engage in the cycle repeatedly over short periods of time at the cohort, class and tutoring group level. The Foundational Skills Acceleration Tools are available to support the “diagnose” phase in Pre-K through 2. Any other available student data should also be referenced, including but not limited to classwork, observational assessments, and exit tickets. Build time during the school day for small group tutoring in areas where individual students need support.



## High-Quality Instructional Resources

Resources supporting Summer Accelerate ELA **should come from [high-quality instructional materials](#)** in which teachers have been trained and are familiar. Consider guidance provided by high-quality curriculum vendors.

### Summer Learning Accelerate

<b>Materials Overview by Grade Level</b> <a href="#">Summer Lessons Linked Here</a>	
Rising Kindergarten Foundational Skills: 20 lessons, one lesson per day, 30 minutes	
Rising 1st Grade	Foundational Skills: 20 lessons, one lesson per day, 30 minutes
	Grade Knowledge Building: Chrysanthemum Unit from <a href="#">ELA Guidebooks K-2 (2014)</a> , 20 lessons, one lesson per day, 30 minutes
Rising 2nd Grade	Foundational Skills: 20 lessons, one lesson per day, 30 minutes
	Rising 2nd Grade Knowledge Building: Frogs Unit from <a href="#">ELA Guidebooks K-2 (2014)</a> , , 20 lessons, one lesson per day, 30 minutes
Rising 3rd Grade	<a href="#">Foundational Skills: 20 lessons</a> , one lesson per day, 30 minutes
	Cinderella Unit from the <b>2nd Grade</b> <a href="#">ELA Guidebooks K-2 (2014)</a> .
Rising 4th Grade: scaled-down version of the fifth, untaught <b>3rd Grade</b> <a href="#">ELA Guidebooks 3-8 (2018)</a> unit.	
Rising 5th Grade: scaled-down version of the fifth, untaught <b>4th Grade</b> <a href="#">ELA Guidebooks 3-8 (2018)</a> unit.	
Rising 6th Grade: scaled-down version of the fifth, untaught <b>5th Grade</b> <a href="#">ELA Guidebooks 3-8 (2018)</a> unit.	
Rising 7th Grade: scaled-down version of the fifth, untaught <b>6th Grade</b> <a href="#">ELA Guidebooks 3-8 (2018)</a> unit.	
Rising 8th Grade: scaled-down version of the fifth, untaught <b>7th Grade</b> <a href="#">ELA Guidebooks 3-8 (2018)</a> unit.	
Rising 9th Grade: scaled-down version of the fifth, untaught <b>8th Grade</b> <a href="#">ELA Guidebooks 3-8 (2018)</a> unit.	
Rising 10th Grade: scaled-down version of the fifth, untaught <b>9th grade</b> <a href="#">ELA Guidebooks 9-10 (2020)</a> unit.	
Rising 11th Grade: scaled-down version of the fifth, untaught <b>10th grade</b> <a href="#">ELA Guidebooks 9-10 (2020)</a> unit.	



## Structure of Foundational Skills Lessons<sup>1</sup> Provided for Rising Grades K-2

5 mins	Warm Up (Phonological Awareness or Blending and Segmenting)
5-10 mins	Explicit Teaching (Sound and Spelling)
15-20 mins	One Activity/Game each day
Guidance for how to convert these lessons to virtual instruction.	
**Example activities: phonemic awareness activities, chaining exercises, and various word games/activities.	

## Structure of Knowledge Lessons Provided for Rising Grades 1-3 (Exiting K-2)

Lessons are centered around multiple read-alouds and close reads for texts from <a href="#">ELA Guidebooks K-2 (2014)</a>
Standards-based guiding question <b>for the selected text as a whole</b>
Multiple Readings - Each text will be taught for multiple days. Text selections will be from Guidebooks 1.0 text sets. <ul style="list-style-type: none"> <li>● Daily read-aloud of all or part of text.</li> <li>● Close read of selected portions of text.</li> </ul>
Standards-based guiding question for <b>today's close-reading excerpts.</b>
Vocabulary Study will vary by unit: Interactive Word Wall, Shared Class Dictionary, etc.
Student-centered discussion of text - Consider including turn and talk with partners as well as whole-group discussions.
Close reading activity - will include some aspect of writing
Review of today's learning. Connect back to the text's Guiding Question.
Guidance for how to convert these lessons to virtual instruction.

<sup>1</sup> This work is based on an original work of the Core Knowledge<sup>®</sup> Foundation made available through licensing under a Creative Commons Attribution-NonCommercial- ShareAlike 4.0 International License.



## Unit Planning Guidance and Summer Learning Scope and Sequences for Rising Grades 3-10

### Summer Learning Guidance for Teachers of Students Rising to Grades 3-10: Unit Planning: Scaling Down the Untaught, Fifth Guidebook Unit to 20 One-hour Lessons

Read the culminating writing task.

Choose priority text(s) for answering the culminating writing task. Consider the anchor text as first priority. Determine which ancillary texts are most necessary for knowledge Building. These texts will be the next priority. Embed reading additional texts during other parts of the day.

Study the ELA Guidebooks lessons for the priority related texts. How are they used to build knowledge?

The first 17 lessons will focus on reading.

- Divide reading of priority unit texts over 17 days.
- Decide how many pages to read each day.
- In some cases, it may be necessary to do novel cuttings and choose the most important excerpts or chapters.

Plan for students to collect appropriate knowledge in one or more graphic organizers that students will update over these 17 reading lessons to use on the culminating writing task.

The final three summer learning lessons will be used for planning, modeling, shared writing, and independent writing of the culminating writing task.

### Summer Learning Guidance for Teachers of Students Rising to Grades 3-10 Daily Reading Lessons: Days 1-17

Review the culminating writing task with students.

Begin the lesson with a standards-based focus question based on selected pages from priority texts and the CWT.

Read necessary pages with students.

- Students should collect necessary knowledge for CWT on appropriate graphic organizers. See samples below.
- Students should collect important vocabulary in Sensational Six Journals.

Select passages for close reading.

Discuss the focus question with students in pairs, in small groups, and in whole group scenarios.

Students should write the answer to the focus question. Consider having students write in different formats on different days:

- plan a paragraph in an outline form
- write a CER
- write a paragraph with text evidence and support their answers.



**Summer Learning Guidance for Teachers of Students Rising to Grades 3-10**  
**Day 18 Culminating Writing Task: Part 1**

Review the directions for the culminating writing task.

Have students create their thesis and submit electronically.

- Display the thesis statements and give whole class feedback on multiple thesis statements.
- Letting the students hear the teacher give feedback on every thesis will help them better understand the qualities necessary for a strong thesis.
- Each child will get to hear your feedback on multiple thesis statements vs each student only hearing feedback on one statement.
  - Does it answer the question?
  - Is it something that the student could argue and prove?
  - What would the topic be for each body paragraph? Model thinking.

Choose one revised thesis. Model drafting a very simple outline for the thesis.

**Summer Learning Guidance for Teachers of Students Rising to Grades 3-10**  
**Day 19 Culminating Writing Task Part 2**

Review the question of the CWT. Write the first body paragraph using Shared Writing.

- Have students help with the topic sentence.
- Have students help with selecting appropriate text evidence.
- With student input, model how to introduce text evidence.
- With student input, model writing the reasoning. Think aloud: How does the evidence prove the claim in the topic sentence?

Discuss what should be included in the second paragraph.

- Write the topic sentence together.
- Tell the students to write the second paragraph. Use a timer to push them to start quickly.

Discuss what should be included in the third paragraph.

- Ask students to write the topic sentence. Use a timer.
- Tell the students to write the third paragraph. Use a timer to push them to start quickly.



**Summer Learning Guidance for Teachers of Students Rising to Grades 3-10**  
**Day 20 Culminating Writing Task Part 3**

Reread the directions for the culminating writing task.

Reread the body paragraphs

Use Shared Writing to write the introductory paragraph getting input from the students.

Use Shared Writing to write the conclusion paragraph together.

With the students, revise the essay.

- Does each paragraph tie back to and prove the thesis statement?
- Look at sentence structure. Are there a variety of sentences?
- Consider adding or improving transition words.
- Check punctuation.