



SAMPLE MATERIAL

Cross-Grade Activity: Vertical Planning

Cahuenga Elementary, California

Topic: Teaching Literacy in English to K-5 English Learners

Practice: Develop Academic English

In this activity, Cahuenga teachers work collaboratively to align standards across grade levels and develop a deep understanding of what is required in the upper grades. A highlight of the activity is cross-grade discussion of problems students have with the standard in the higher grade level and brainstorming instructional ideas that will help teachers in the lower grades better prepare their students.

Track B Buy Back Day
April 27, 2006
*Vertical Planning Using the Language Arts
California State Standards.*

Step 1: Teachers will begin by looking over their grade level standards and the previous grades' standards. Teachers will have a discussion at their tables comparing their grade level standards with the previous grade level standards.

Teachers will then **create a poster** comparing at least **3 standards from different strands**.

Write the number of the standard and what it says. Use specific standards, not the umbrella standard.

Step 4: Teachers will then get into the following groups: K-1, 2-3, 4-5. The upper grade teachers will present their posters to the lower grade teachers.

Step 5: The higher grade-level teachers will share specific problems they see their students having with a specific standard(s). Then all the teachers will discuss the following questions:

- *What problems do students have with this standard(s)? Please give examples.*
- *Share ideas to develop strategies that would help students master the standard for the lower grade. The strategies should help the students be better prepared for the upper grade standard being discussed.*

Step 6: Teachers will then **list the standard(s) they discussed and describe the ideas and strategies they shared on a poster**. They will then present their ideas to the staff.

Step 7: Teachers will then get into the following new groups: grades 1-2, 3-4. Kinder will go with grades 1 and 2 teachers. **The higher grade will once again present their poster to the lower grade** (Directions for grade 5 are at the bottom of the page next page).

Step 8: The higher grade-level teachers will share specific problems they see their students having with a specific standard(s). Then all the teachers will discuss the following questions:

- *What problems do students have with this standard(s)? Please give examples.*
- *Share ideas to develop strategies that would help students master the standard for the lower grade. The strategies should help the students be better prepared for the upper grade standard being discussed.*

Step 9: Teachers will then **list the standards(s) they discussed as well as the strategies they shared on a poster**. They will then present their work to the staff.

Grade 5:

Teachers will look over grade 6 standards and compare them with grade 5 standards. Teachers will choose a 6th grade standard or standards they foresee their students having difficulty mastering, and discuss strategies to help their students master the 5th grade standard needed for the 6th grade standard they chose.