

ELA Vertical Progressions Protocol

Purpose: Adjust plans as necessary to ensure alignment to the ELA Vertical Progressions, creating a deeper coherence in learning targets and instructional plans across grade levels.

Objectives:

- Understand the specific differences between the requirements of a prioritized anchor standard in previous and subsequent grade levels and how this should affect planning.
- Revise instructional plans and curriculum to reflect deeper alignment to the ELA Vertical Progressions.

Materials:

- Common Core Standards (for reading or writing)
- Curriculum and/or instructional plans
- ANet ELA Vertical Progressions (for [reading](#) or [writing](#))

Important Notes:

- Identifying one anchor standard as a focus for this session is suggested. If you focus on more than one anchor standard, plan materials and discussion accordingly.
- Provide copies of each individual standard within the Vertical Progression *OR* chart paper with standard language for the gallery walk.

Agenda:

1. **Analyze the requirements and rigor of the grade level standard.** Working in grade level groups, read the language of the standard and discuss the key knowledge and skills required by the standard at your grade level. Chart your thinking. *Optional: Use sample items as additional unpacking resources if participants have previous experience unpacking standards.*
 - What does the standard require students to know and be able to do at your grade level?
 - What are the expectations for rigor in this standard? What does that mean for instruction?
2. **Deepen knowledge of the progression.** Working in cross-grade level groups, gallery walk the standards in order, focusing on how the requirements and rigor of the standard builds throughout the progression. Then, discuss your analyses of the progression.
 - How does the progression show the standard's cohesiveness across grade levels?
 - How does the topic progress across grade level in terms of the standards' requirements and rigor? What does this mean for instruction at each grade level?
3. **Apply new learnings to planning.** Working in cross-grade level groups, choose to focus on one grade level's plan. Make changes to the plan based on your new learnings from the progression *OR* adjust individual plans while working together in small, cross-grade level groups to reflect deeper understanding of the Vertical Progression.
 - What foundational knowledge should students have to be successful in your grade level standard and what should they be prepared to do next?
 - What daily and/or long term changes should be made to your current plans or curriculum based on your understanding of the vertical progression?