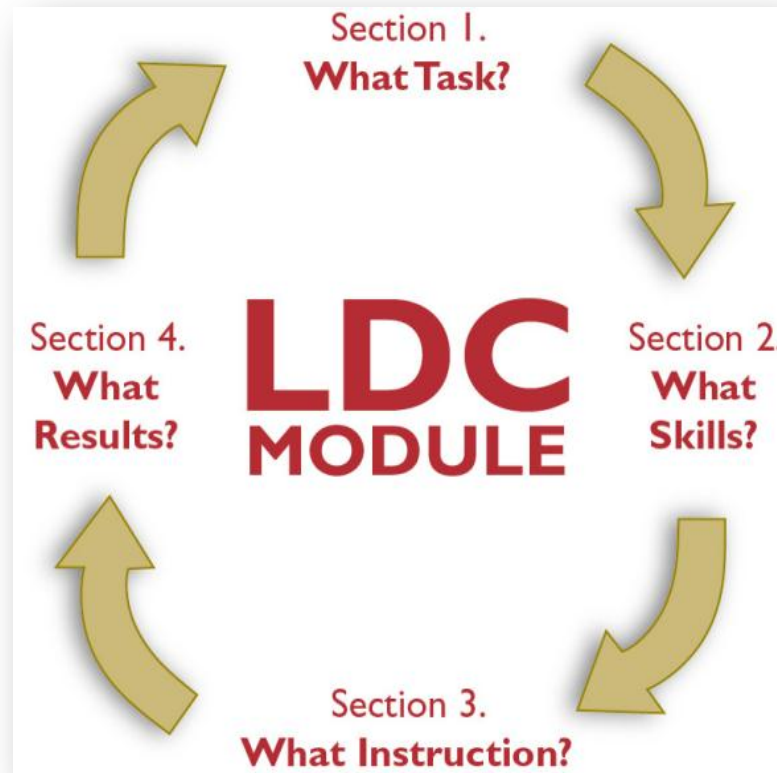


# THE LITERACY DESIGN COLLABORATIVE FRAMEWORK

## Rules of the Road for LDC 2.0



## Introduction

*“We can’t solve problems by using the same kind of thinking we used when we created them.”*

Albert Einstein

The Literacy Design Collaborative offers an instructional system for developing the college and career ready levels of reading, writing, and thinking called for by the Common Core State Standards for English Language Arts and Literacy in History Social Studies and Science & Technical Subjects. This Framework document establishes the technical specifications for that instructional system for use by current and potential LDC partners.

Why is standardization important for LDC work? Vicki Phillips, Director of College-Ready Education at the Gates Foundation, said it best when she referred to LDC as an approach that gives everyone a common “chassis” to build out on. So in the end you have a system, rather than “a thousand flowers blooming”. In that spirit, the LDC framework offers a common “language”—in the broadest sense—useful for capturing and sharing instructional expertise.

At the same time, the framework takes a minimalist approach, holding the system together with a lean model while being clear enough to give users a framework for building out their own instructional choices.

The LDC Framework, as shared and explained in this document, consists of these items:

**LDC Template Task Collections**, providing approved partially-built task templates with scoring rubrics, all aligned to the Common Core State Standards.

**LDC Module Specifications**, spelling out requirements and options for designing LDC Modules and using LDC template tasks. LDC modules consist of four sections in which educators engage in to design Common Core-aligned assignments they will teach:

- **Section 1: What task?** *What tasks set clear, rigorous goals for learning?*
- **Section 2: What skills?** *What skills do students need to succeed on the teaching task?*
- **Section 3. What Instruction?** *How will you teach students to succeed on the teaching task?*
- **Section 4-What Results?** *How good is good enough?*

**LDC Terminology**, defining out the required terms and definitions used by LDC.

**Jurying Rubric for LDC Tasks and Modules**, specifying the criteria that make tasks and modules exemplary and good to go, as well as the features that qualify modules as being work-in-progress. Only work that meets the requirements of the LDC Module Specifications is eligible for jurying.

More generally, LDC design has four phases:

- **Section 1: What task?** *What tasks set clear, rigorous goals for learning?*

LDC teaching tasks set the stage for learning challenging content and literacy skills necessary in academic coursework as well as in the world at large. A quality teaching task is worth teaching because it is relevant to the curriculum or discipline and aligned to learning goals. The LDC Framework has hard-wired a sub-set of literacy standards into the task templates. So, when you complete a teaching task, you create alignment to Common Core learning goals. A quality teaching task is doable in that it is paced for two to four weeks focusing on one or more texts that involve students in addressing a central question, issue, or topic as they read and write. Finally, a quality teaching creates a literate environment for students to engage in critical thinking, employing a range of literacy practices and skills including discussion, speaking, and listening.

- **Section 2: What skills?** *What skills do students need to succeed on the teaching task?*  
In order for students to be successful on the teaching task, practitioners must be clear on the reading, writing, and other literacy skills students must develop. These skills are identified by “back-mapping” from the requirements of the teaching task. Module developers cluster these skills into groupings that make sense for the teaching task. All LDC modules must involve some form of reading and writing skills within clusters. Different lists of skills that will emerge from various LDC partners will support researchers in identifying areas of agreement on essential skills.
- **Section 3. What Instruction?** *How will you teach students to succeed on the teaching task?*  
This section asks teachers to specify the instruction they will employ to teach the skills identified in Section 2, and to assist students in succeeding on the teaching task identified in Section 1. The section requires educators to organize their instruction around “mini-tasks” or short classroom assignments (ones they adopt, adapt or design themselves) that engage students in developing the skills necessary to complete the teaching task. The mini-tasks are scored and measurable, as such they create a formative engine for monitoring what students are learning—or not—and feed into the instructional choices teachers make as they teach. The mini-tasks also provide opportunity for teachers to correct or “repair” any misunderstandings or skill weaknesses students may have. The section also asks teachers to note their instructional strategies and pacing. All together, these features in the LDC system make up what is called an “instructional ladder.”
- **Section 4-What Results?** *How good is good enough?*  
Measuring student results is a hallmark of good instruction. It also provides a way for teachers to calibrate rigor levels so they have common understandings of expectations. By sharing classroom sets of student work, teachers can have robust professional learning opportunities to examine their own practice and how they contributed to those results. This section prompts the sharing of exemplary student work samples to support scoring rubrics and for calibrating expectations, and the work that goes into it provides insights to shape new LDC work starting afresh with Section 1.

For more information, be sure to see the *1.0 Guidebook to LDC*, available at [www ldc.org](http://www ldc.org).

Ultimately, the LDC framework is pragmatic in its purpose: literacy skills are so important in the lives of students that they must be intentionally and frequently taught. If students are to acquire and refine their ability to use language as readers, writers, and speakers to achieve their personal and professional goals, literacy instruction must become the staple of all instruction. LDC aims to assist teachers in the core disciplines and beyond by meeting them part way in the effort to deliver quality literacy instruction in classrooms. It is teachers and our partners who bring their expertise to the crafting of a completed teaching task and its module. Accordingly, LDC views you as co-designers in transforming LDC templates into quality teaching tasks and modules.

## LDC Template Tasks

LDC now offers multiple authorized collections of template tasks:

- **Template Task Collection Version 2.0**, released in 2013, parallels the original 29 template tasks with revisions primarily to ease insertion of core elements in the blanks.
- **Educurious Science Template Tasks** support reading and writing distinctive to scientific work. Options include a Research Design Plan, a Background Research/ piece, and a Research Abstract. Each template was created for first use with the Educurious Introductory Biology course, and is supported by discussion of the complete task used in that curriculum.
- **Elementary Template Tasks for Grades 4-5** invite LDC work in science, social studies, and English language arts at the upper elementary level. As always, Common Core State Standards are built in, and scoring rubrics are included.
- **Template Task Collection I** was the original collection of 29 templates to support middle school and high school work in science, social studies, and English language arts, used to create many early LDC teaching tasks. Because Template Task Collection Version 2.0 offers improvements, Template Task Collection I is no longer recommended for use in creating new teaching tasks.

## LDC Module Specifications

The following chart outlines each required element for a module. This creates the consistency necessary for others to use the module and compare tasks and to allow researchers to study the LDC design. The chart also indicates the choices for practitioners when they build a module and what is fixed and what is flexible. Please note that the text below is written for use by educators as they create LDC modules. The “you” addressed within it is a teacher/designer who is creating and sharing instructional plans around an LDC teaching task.

SECTION	WHAT IS REQUIRED?	WHAT CAN BE CHANGED OR ADDED?
<b>Beginning Information</b>		
Information sheet	Show key information to identify the module: <ul style="list-style-type: none"> <li>▪ Title and brief description.</li> <li>▪ Teaching task and template task used to create it.</li> <li>▪ Author and author’s contact information.</li> <li>▪ Discipline, course, and grade level.</li> </ul>	
<b>Section I. What Task?</b>		
Standards	List the exact Common Core State Standards for the template task.  Add appropriate state content standards.  Provide source information for the standards you use.	You can also include appropriate grade-level Common Core State Standards.
Teaching task	Fill in the template task, completing all the blanks but not altering the other template wording.  List the reading texts for the prompt or describe how students will be guided to select appropriate texts.  Provide a background statement that introduces the prompt to students.  If an extension activity is included, provide an activity in which students share or apply what they have learned with a real-world audience or through a hands-on project. (The extension may also be omitted.)  Use the exact rubric for the template task.	You choose which texts students will read, the content they will study, and the writing product they will create. In choosing, consider requirements set by your state, district, or school.  You decide whether to include the Level 2 and Level 3 portions of the template task and whether to include extension sections.
<b>Section II. What Skills?</b>		
Specific skills	List the skills students need to succeed on the teaching task.	You can create your own list of skills by back-mapping from the template task, or you can use or adapt a model skills chart.

Skills defined	Define each skill listed using the stem “the ability to…”	You choose the definitions.
Skills clusters	Cluster the skills in groupings that make sense and are in a workable order for teaching.	You decide the groupings.
<b>Section III. What Instruction?</b>		
Mini-tasks	For each identified skill, provide a prompt asking students to apply an “in-progress” skill or practice.  Identify the product students will produce in response to each prompt.  Include a short scoring guide for all or most student products.	You can: <ul style="list-style-type: none"> <li>▪ Use a model set of mini-tasks developed by the LDC design team, your state or district, or some other partner.</li> <li>▪ Adapt one of those models to fit your teaching task.</li> <li>▪ Develop your own.</li> </ul>
Instructional strategies	Specify the instructional strategies to be used in teaching students to succeed on each mini-task.	You can decide what instructional strategies to use, within any requirements set by your state, district, or school. You can also use or adapt a model developed by the LDC design team or another group.
Pacing plans	Estimate time requirements for each mini-task.	You decide what time will be needed for each step.
Materials, references, and supports	List the materials, references, and supports students and teachers will need to complete the instruction.  Provide internet or other source information for published documents, and use the appendix to provide copies of other materials.	You decide what items will be needed or helpful.
<b>Section IV. What Results?</b>		
Student work samples*	Include two student work samples that received scores at each level on the rubric that goes with the template task.	You choose the work samples.
Classroom assessment task	If a classroom assessment is included, use the same template task as the teaching task and include the applicable classroom assessment rubric. (The classroom assessment may also be omitted.)	You can use the “plug and play” aspects of the template task –the academic content, reading texts, and writing expectations – to create a shorter task for students to complete in one or two sittings without coaching.
<b>Supporting Information</b>		
Teacher thoughts	(This section may be left blank.)	You may include notes that will be helpful to other teachers using this module.
Appendix	Include copies of any materials that are not otherwise easily available.	

*\*Student work samples must eventually be included for an LDC Module to be complete, but LDC partners often share modules without student work, while they are in works in progress.*

## LDC Terminology

Term	Definition
Template task	A “fill-in-the-blank” sentence “shell” built off of the Common Core State Standards in reading and writing that can be used to create assignments or assessments.
Teaching task (or plain old “task”)	A “completed” LDC template task in which teachers include the content/issue to be addressed, specify the text they will teach and identify the product to be produced. A full teaching task also includes background information that introduces students to the assignment and an optional “extension” in which the students exhibit or present their product publicly.
Classroom assessment task	An option to use the template tasks to create assessments to measure student skills exhibited when asked to do a task independently.
Rubric	An explicit set of criteria used for assessing student work. LDC template tasks provide rubrics that support consistent scoring and collaborative discussions about instructional implications.
Student work	Exemplar student work that is an essential companion to the rubric.
Module	A two-to-four week plan for teaching literacy using an LDC task that is based on the Common Core State Standards, connects reading and writing experiences, and addresses a content area theme or issue.
Module template	A format for an LDC module that includes the elements required by the LDC Module Specifications. A variety of module templates are in use.
Skills list	The specific skills that students need to have– or need to be taught – in order to successfully address the teaching task.
Skills cluster	The organization of the skills list into groupings that make sense for how they will be taught.
Mini-tasks	Small, scorable assignments that address each of the skills on the skills list.
Instructional ladder	The “lesson plan” that pulls together skills, mini-tasks, and instructional strategies into a coherent, implementation-ready plan for teachers. The instructional ladder is the "What Instruction?" section of an LDC module.
LDC system	LDC tasks, modules and courses (or linked modules) built out by teachers applying their professional expertise within the LDC framework.
LDC framework:	Minimum requirements for work to be designated as LDC, as explained in the "Rules of the Road" (including using LDC template tasks, implementing the LDC module specifications, applying LDC terminology, and attending to the quality standards identified in the LDC jurying rubric).

## Jurying Rubric for LDC Tasks and Modules

Task/Module Information	
Title	
Author(s)	
District	
School	
Rules of Road Reviewer(s)	
Date Reviewed	
Evaluator(s)	
Date Evaluated	
Evaluator Summative Comments	



## LDC TEACHING TASK SCORING GUIDE

Category	Work in Progress	Good to Go	Exemplar
<b>Task Clarity &amp; Coherence</b>	<ul style="list-style-type: none"> <li>• Template type uses a writing mode that may not match the intended purpose of the prompt.</li> <li>• Prompt wording may not be clear.</li> <li>• Prompt wording may bias students toward a particular response.</li> <li>• Task may be answerable without using the texts or instructional scaffolding in module.</li> <li>• Background statement may not frame task for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Template task uses a writing mode that matches the intended purpose of the prompt.</li> <li>• Prompt wording is clear.</li> <li>• Prompt wording is unbiased, leaving room for diverse responses.</li> <li>• Prompt wording is aligned with content, texts, and student product (a "good fit").</li> <li>• Task is text dependent, requiring students to go beyond prior knowledge to use evidence from the texts in their responses.</li> <li>• Background statement frames task for students.</li> </ul>	<p>("Good to Go" characteristics and...)</p> <ul style="list-style-type: none"> <li>• Task is worded precisely to give students a clear purpose for writing and unambiguous directions.</li> <li>• Prompt, texts, content, and student product are tightly aligned (are close to a "perfect fit").</li> <li>• Task provides a pattern that can be used as a model to create other teaching tasks in the discipline.</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• May have a weak connection to content central to the discipline.</li> <li>• May not address a central issue/theme relevant to the discipline.</li> <li>• May oversimplify a topic, or may not require students to engage in analytic reading and thinking skills central to the discipline.</li> </ul>	<ul style="list-style-type: none"> <li>• Addresses content central to the discipline, requiring students to build strong content knowledge.</li> <li>• Engages students in a range of analytic reading and thinking skills.</li> </ul>	<p>("Good to Go" characteristics and...)</p> <ul style="list-style-type: none"> <li>• Addresses big ideas or enduring understandings central to the discipline.</li> <li>• Engages students in complex, higher order thinking skills specific to the discipline.</li> </ul>

<p><b>Text(s)</b></p>	<ul style="list-style-type: none"> <li>• May be loosely aligned or misaligned to the purpose of the task.</li> <li>• May bias students toward a particular response.</li> <li>• May be too difficult or too easy for the range of student ability.</li> <li>• May include so many texts or allow so much student choice that it will be difficult to support reading closely and provide appropriate instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Are useful for providing content and evidence to be used in addressing the task.</li> <li>• Do not bias students toward a particular response.</li> <li>• Are accessible to all students and intellectually challenging, requiring them to apply CCSS reading skills to comprehend and analyze content.</li> </ul>	<p>("Good to Go" characteristics and...)</p> <ul style="list-style-type: none"> <li>• Are engaging, tightly relevant (indispensable), and authentic.</li> <li>• Are tightly aligned to the task purpose.</li> <li>• Represent central modes of discourse in the discipline.</li> <li>• Are carefully selected, excerpted, or modified to provide appropriate text complexity (using either quantitative or qualitative measures) for the range of student reading ability.</li> </ul>
<p><b>Student Product</b></p>	<ul style="list-style-type: none"> <li>• May be inappropriate to the discipline, content, or challenge of the task.</li> <li>• May be too difficult or too easy for the range of student ability.</li> </ul>	<ul style="list-style-type: none"> <li>• Is appropriate for the discipline, content, and challenge of the task.</li> <li>• Is accessible to all students and intellectually challenging, requiring them to apply CCSS writing skills to demonstrate their content understanding and CCSS reading skills.</li> </ul>	<p>("Good to Go" characteristics and...)</p> <ul style="list-style-type: none"> <li>• Authentically engages students in rhetorical modes and types of writing central to the discipline.</li> </ul>

## HOLISTIC SCORE FOR LDC TEACHING TASK

Rating (check one)	Description
<b>Exemplar</b>	Teaching task is coherent, with all components tightly aligned. Teaching task has clear purpose and precise elements overall; addresses content central to the discipline; engages students in applying higher order thinking skills specific to the discipline; employs carefully selected or customized, highly appropriate, and relevant text(s); and creates academic contexts for engaging CCSS reading and writing skills and tasks. Teaching task topic or issue is relevant to the discipline or course and has broad applicability. Teaching task provides a focus on one or more CCSS reading standards involving reading texts closely and writing clearly, coherently, and appropriately for task, purpose, and audience.
<b>Good to Go</b>	Teaching task is coherent, with all components aligned. Teaching task has clear, specific, and detailed elements overall; addresses content relevant to the discipline; employs relevant text(s); and creates academic contexts for engaging CCSS reading and writing skills and tasks. Teaching task creates opportunities to teach CCSS reading and writing skills.
<b>Work In Progress</b>	Needs revision for reasons listed below.
<b>Not scored</b>	Does not fit the LDC Rules of the Road.

<b>Evaluator Formative Feedback for Revision</b>	
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## LDC MODULE SCORING GUIDE

Category	Work in Progress	Good to Go	Exemplar
<b>What Skills?</b>	<ul style="list-style-type: none"> <li>Skills list may miss significant demands of the task.</li> <li>Skills may not be clustered and sequenced to support the teaching task.</li> </ul>	<ul style="list-style-type: none"> <li>Skills list is relevant to teaching task, (including the task prompt, content, discipline, text(s), and student product)</li> <li>Skills are clustered and sequenced to support the teaching task.</li> </ul>	<p>("Good to Go" characteristics and...)</p> <ul style="list-style-type: none"> <li>Skills list is tightly aligned to the task and the demands of the texts.</li> <li>Skills are clustered and sequenced to support access to the texts and completion of the teaching task product.</li> </ul>
<b>What Instruction?</b>	<ul style="list-style-type: none"> <li>Mini-tasks (product, prompt, and scoring guide) may not relate to skills list.</li> <li>Mini-tasks may rely on general strategies that provide weak support for the skills, texts, and teaching task OR provide too much support, removing any challenge for students.</li> <li>Instructional strategies may be loosely connected to mini-tasks and completion of the teaching task.</li> <li>Pacing may not be realistic.</li> <li>Materials, references, and supports used in instruction may not be available to other teachers.</li> <li>Module does not present adequate opportunity to teach writing in response to reading.</li> </ul>	<ul style="list-style-type: none"> <li>Mini-tasks (product, prompt, and scoring guide) relate to skills list.</li> <li>Mini-tasks support the teaching task (including the prompt, content, discipline, text(s), and student product).</li> <li>Instructional strategies support the mini-tasks and completion of the teaching task, (and are aligned to prompt, content, discipline, text(s), and student product).</li> <li>The mini-tasks and instructional strategies provide opportunities for students to learn specified CCSS reading, writing, and thinking skills.</li> <li>Pacing is realistic.</li> <li>Materials, references, and supports used in instruction are attached, linked, or cited in enough detail to allow other teachers to obtain them.</li> </ul>	<p>("Good to Go" characteristics and...)</p> <ul style="list-style-type: none"> <li>The mini-tasks and instructional strategies are coherent, tightly aligned to the skills, and well designed to support student success on the teaching task.</li> <li>The mini-tasks and instructional strategies explicitly build student capacity to apply discipline-specific literacy skills to complex texts.</li> <li>The mini-tasks and instructional strategies explicitly build student capacity to produce clear and coherent writing appropriate to discipline, task, purpose, and audience.</li> <li>Mini-tasks are well placed to provide formative feedback and give evidence about student progress.</li> <li>Instructional strategies are sufficiently specified to be replicated (but not over-described).</li> <li>Each scoring guide has clear criteria tightly aligned to the skill being taught.</li> <li>Materials, references, and supports for instruction are of high quality, relevant, and aligned.</li> </ul>

<b>What Results?</b>	<ul style="list-style-type: none"> <li>If included, classroom assessment may have loose connection to teaching task or may be unrealistic as an on-demand task.</li> </ul>	<ul style="list-style-type: none"> <li>If module has been taught, student work samples with annotated scoring rubrics are included, providing two samples per level if available.</li> <li>If included, the optional classroom assessment is connected to teaching task.</li> </ul>	<p>("Good to Go" characteristics and...)</p> <ul style="list-style-type: none"> <li>If included, the classroom assessment is realistic as an on-demand task and provides targeted information about student progress toward meeting one or more module goals.</li> </ul>
<b>Teacher Work</b>			<ul style="list-style-type: none"> <li>Module is annotated with sufficient detail so others can use it. Annotation helps make module clear and easy to use.</li> </ul>

### HOLISTIC SCORE FOR LDC MODULE

Rating (Check One)	Description
<b>Exemplar</b>	Module is highly coherent, tightly aligned to an exemplar teaching task, and appropriate in rigor to the course. Module supports the teaching task with a well-planned and strategic instructional sequence in which mini-tasks lead to the final product's completion. Module is polished with attention to the needs of a wide educator audience. Module closely aligns to CCSS standards and creates an opportunity to support discipline-specific literacy and thinking skills, and to teach writing in response to reading text(s) closely.
<b>Good to Go</b>	Module is coherent and aligned to a good to go or exemplar teaching task. Module supports the teaching task with a well-planned instructional sequence in which mini-tasks lead to the final product's completion. Module provides sufficient detail so that others might use it. Module generally aligns to CCSS standards and creates an opportunity to teach writing in response to reading.
<b>Work In Progress</b>	Needs revision for reasons listed below.
<b>Not scored</b>	Does not fit the LDC Rules of the Road.

<b>Evaluator Formative Feedback for Revision</b>	
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