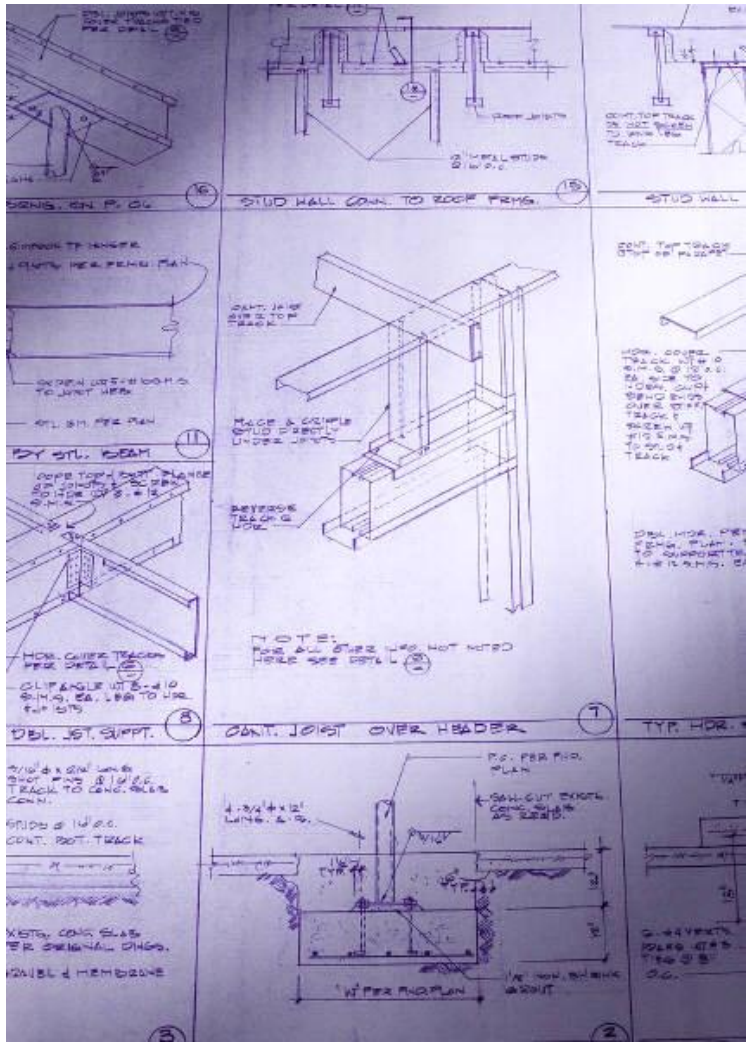


# ELA Tools: Literacy Design Collaborative

Patty Adams, Nancy Gray,  
Brenda Wright, Zulay Yon-Perdomo  
Brevard Public Schools

# CCSS Standards are a blueprint.

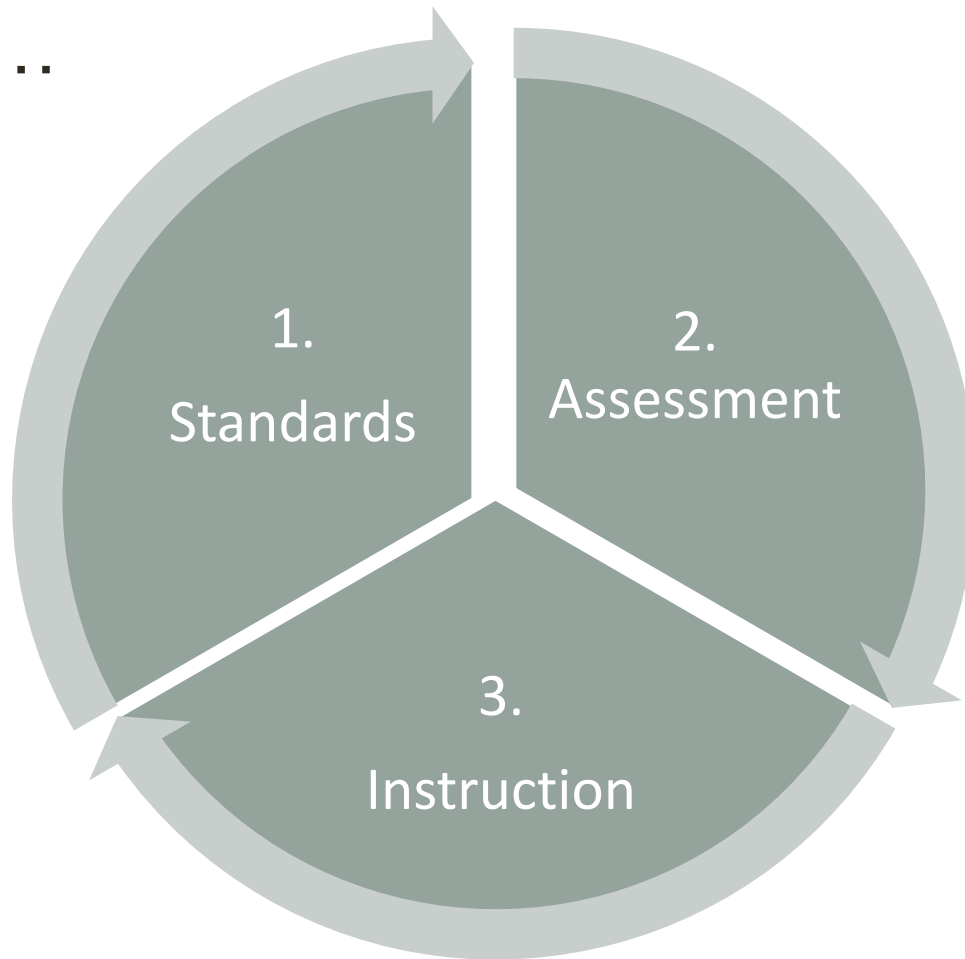


# Key Shifts in the Common Core

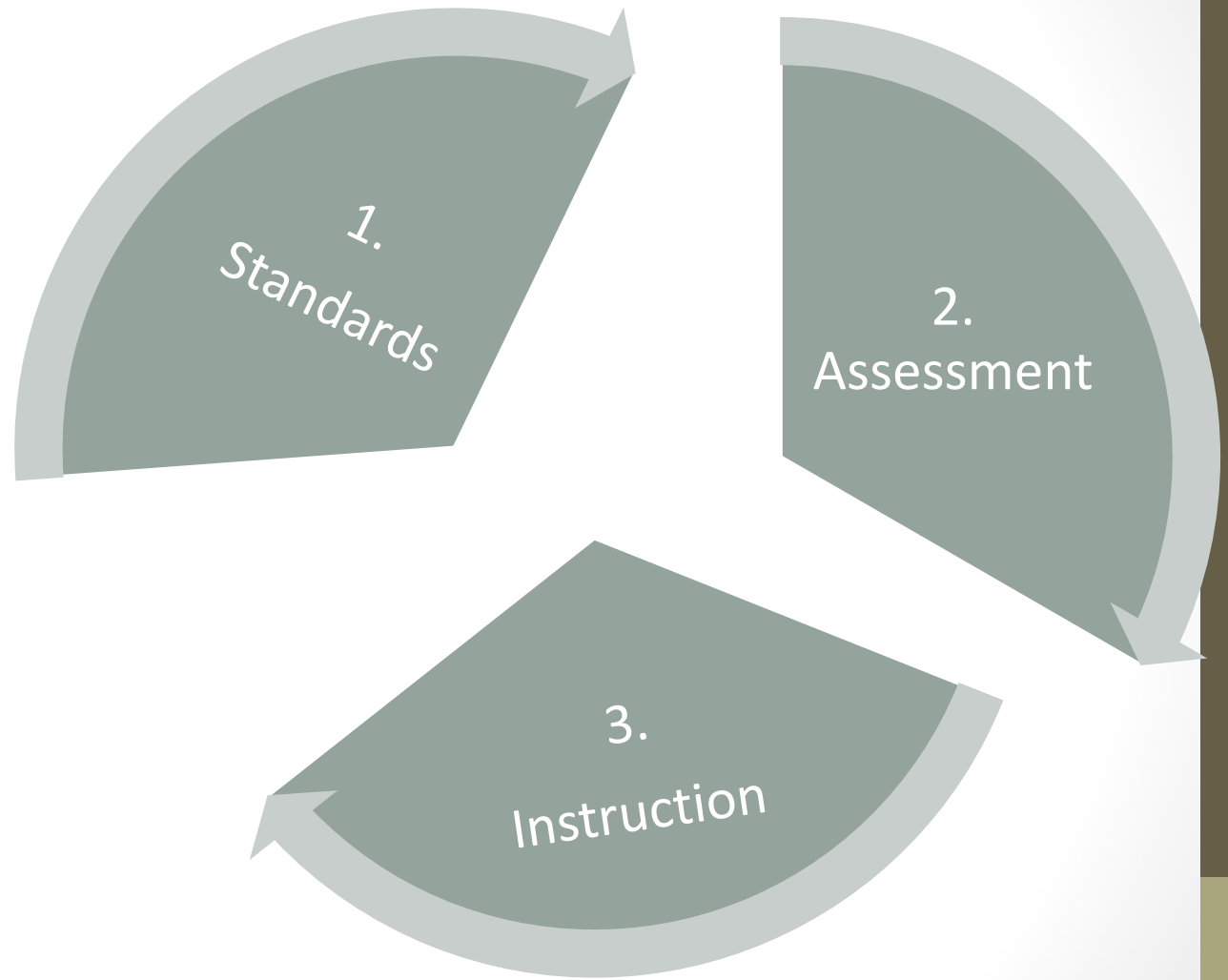
- 1. Complexity:** Regular practice with complex text and its academic language
- 2. Evidence:** Reading, writing, speaking and listening grounded in evidence from text, literary and informational
- 3. Knowledge:** Building knowledge through content rich nonfiction

# Why the LDC logic model?

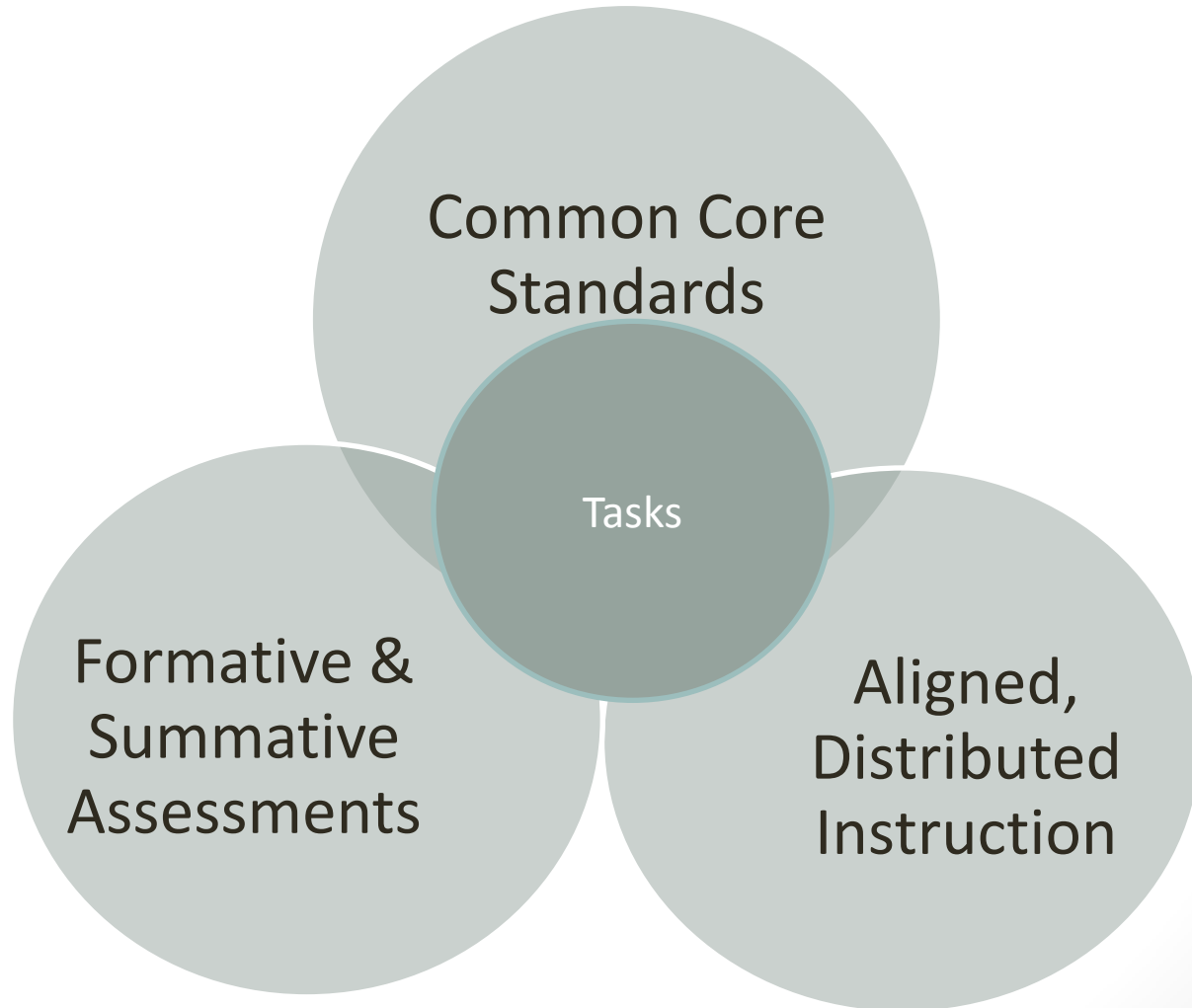
In the past...



which  
all too  
often  
ends up  
looking  
like this:



# The Literary Design Collaborative Approach (LDC)



# Impact of LDC – Professional Perspective

- Ensures that the Common Core Standards are embedded in curriculum.
- Task bank is an excellent resource for producing quality prompts that meet the Common Core Standards.
- Modules provide structure but allow for flexibility and personal teaching style.
- The collaborative provides common curriculum language between teachers within districts and around the country.

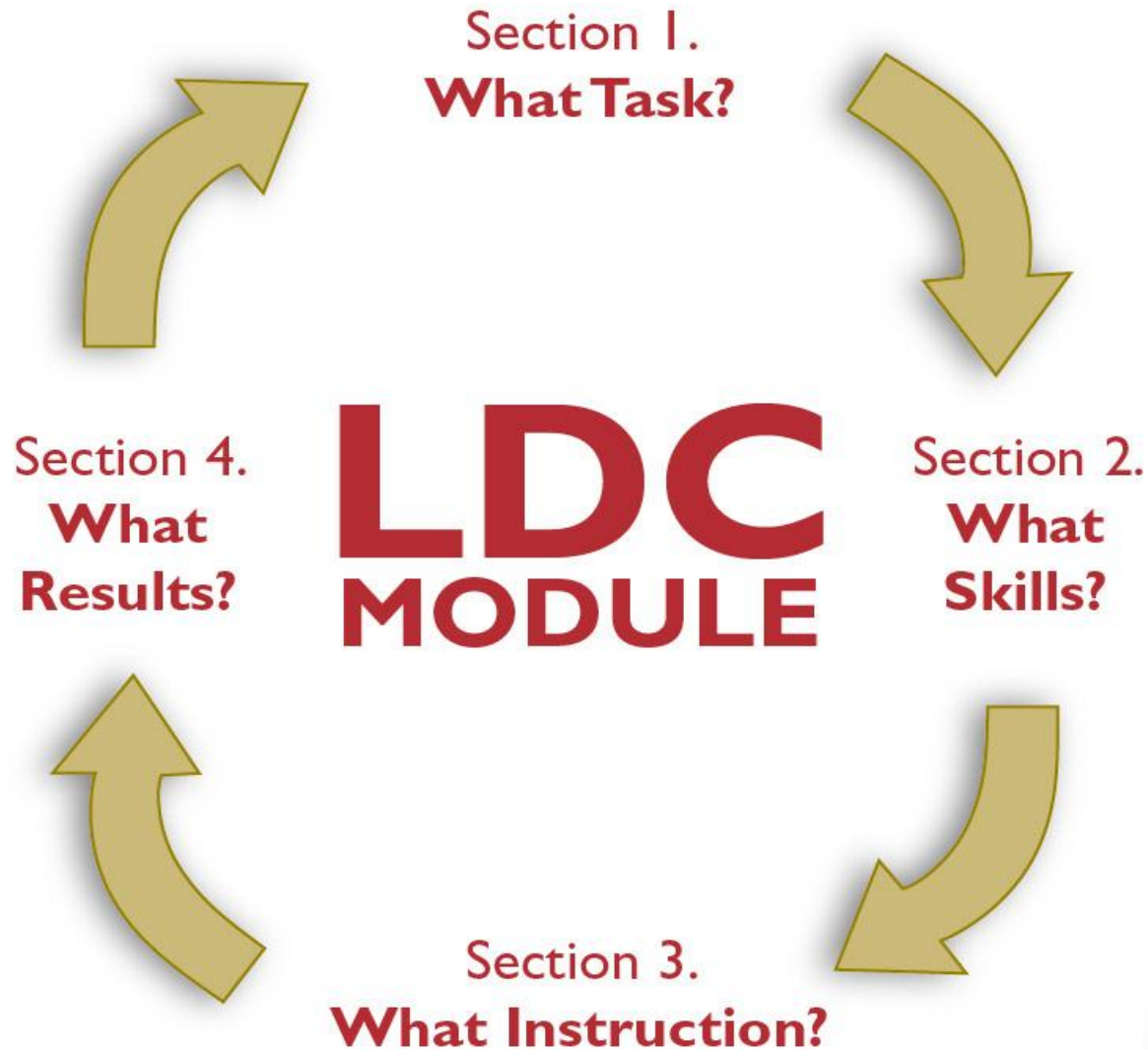
***Kathy Thiebes***  
***Social Studies Teacher, Gresham, Oregon***

# Impact of LDC on Students

- Students gain and improve reading and writing skills.
- Students learn content on a deeper level!!
- Attendance improves.
- Students see the value in reading and writing for different content areas...it's not just for English class!



# The LDC Framework

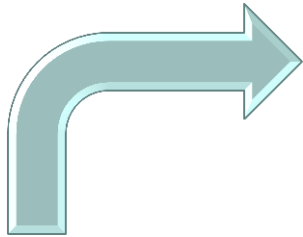


# Template Tasks

- ✓ The beginning point for the LDC strategy
- ✓ **Based on Common Core  
State Standards**
- ✓ Allow teachers to connect standards and content

# Module Section 1: What Task?

## *What task sets clear, measurable goals for learning?*

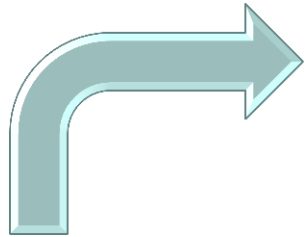


- Teachers select task template
- Common Core Standards are “hard-wired”
- Teachers add state/local content standards
- Teachers “plug and play” to build the teaching task

**Task 2 Template (Argumentation/Analysis L1, L2, L3):** [Insert essential question] After reading \_\_\_\_\_ (literature or informational texts), write an \_\_\_\_\_ (essay or substitute) that addresses the question and support your position with evidence from the text(s). **L2** Be sure to acknowledge competing views. **L3** Give examples from past or current events or issues to illustrate and clarify your position.

# Module Section 2: What Skills?

## *What skills are needed for success?*

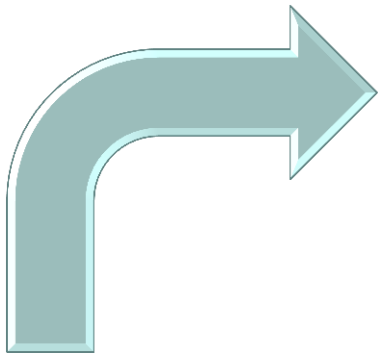


- Identify skills
- Define skills
- Organize by clusters

SKILL	DEFINITION
SKILLS CLUSTER 1: PREPARING FOR THE TASK	
1. Task engagement	Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.
2. Task analysis	Ability to understand and explain the task's prompt and rubric.

# Module Section 3: What Instruction?

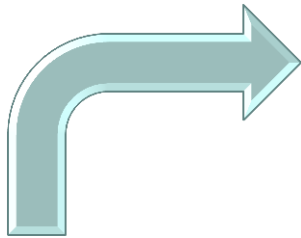
***How will students be taught to succeed on the teaching task? What work will they do?***



- Establish the instructional plan – or *instructional ladder* – to teach students the skills necessary to succeed on the task
- Include mini-tasks, scoring, and instructional strategies

# Module Section 4: What Results?

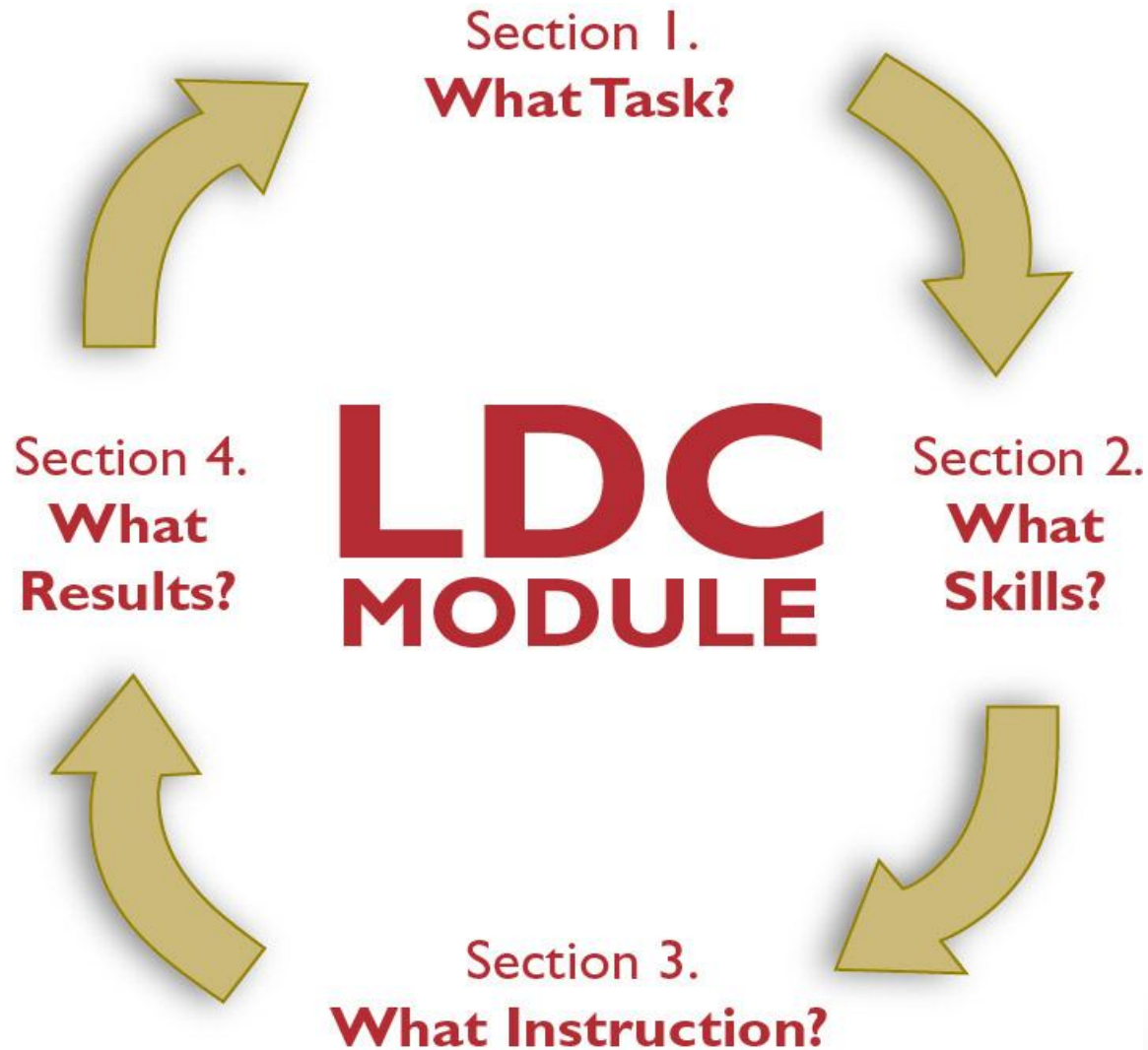
## *How good is good enough?*



- Examine student work
- Create classroom assessments by using the teaching task
- Connect assessment to common rubric used for teaching task
- Identify exemplars

**Emerging examples with your help– and help from Stanford University, Measured Progress and many others!**

# The LDC Framework



# Modules

- ✓ 2-4 weeks of instruction
- ✓ Teacher-designed
- ✓ Literacy task focused on demonstration of content knowledge



# Modules and LDC

## **Designed to share:**

- ✓ With teachers in other schools, districts, and states
- ✓ Everywhere common core standards are being used

## **LDC partners developing systems for:**

- ✓ Jurying work submitted by participating teachers to identify great modules
- ✓ Sharing those great modules electronically across the country

# Template Task Rubrics

LDC template tasks use shared rubrics (scoring guides) to decide whether student work meets expectations. One scoring guide works for all argumentation tasks, another for all informational and explanatory tasks, and a third for the narrative tasks.

Shared rubrics support teacher collaboration across grades and subjects, including:

- Shared ***scoring*** to develop common expectations
- Joint ***analysis of student work***
- Collaborative ***planning*** around instructional strategies and improvements

# Template Tasks

All LDC tasks require students to:

- **Read**, analyze, and comprehend texts as specified by the common core
- **Write** products as specified by the common core (focusing on argumentation, informational/explanatory, and narrative)
- **Apply** common core literacy standards to content (ELA, social studies, and/or science)

# LDC Template Task Collection

	Argumentation	Informational or Explanatory	Narrative
<b>Definition</b>	N/A	ELA, social studies, science	N/A
<b>Description</b>	N/A	ELA, social studies, science	ELA, social studies
<b>Procedural-Sequential</b>	N/A	social studies, science	ELA, social studies
<b>Synthesis</b>	N/A	ELA, social studies, science	N/A
<b>Analysis</b>	ELA, social studies, science	ELA, social studies, science	N/A
<b>Comparison</b>	ELA, social studies, science	ELA, social studies, science	N/A
<b>Evaluation</b>	ELA, social studies, science	N/A	N/A
<b>Problem/Solution</b>	social studies, science	N/A	N/A
<b>Cause/Effect</b>	social studies, science	science, social studies	N/A

# Example: Template Task 2:

## Argumentation/Analysis

[Insert question] After reading \_\_\_\_\_ (literature or informational texts), write \_\_\_\_\_ a/an (essay or substitute) that addresses the question, and support your position with evidence from the text(s). **L2** Be sure to acknowledge competing views. **L3** Give examples from past or current events or issues to illustrate and clarify your position.

**(Argumentation/Analysis)**

# Teaching Task:

## Argumentation/Analysis

In ELA:

Would you recommend a *Wrinkle in Time* to a middle school reader? After reading this science fiction novel, write a review that addresses the question and support your evidence from the text.

# Teaching Task:

## Argumentation/Analysis

### In social studies:

How did the political views of the signers of the Constitution impact the American political system? After reading *Founding Brothers: The Revolutionary Generation*, write a report that addresses the question, and support your position with evidence from the text.

# Texts

- Literature: novels, stories, poems, plays
- Informational texts: Newspaper articles, journal articles, primary source documents
- Opinion pieces: editorials, speeches, essays
- Reference works: encyclopedias, almanacs, manuals, how-to books
- Electronic text: EBSCO and the like
- Others?



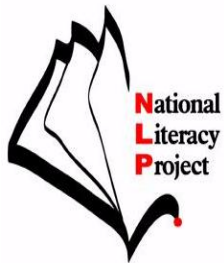
# Student Products

- Essays
- Reviews
- Articles
- Editorials
- Speeches
- Lab reports
- Manuals
- Scripts
- Others?

# Literacy Design Collaborative

Work in Brevard Public Schools

# Professional Collaborations



**Florida Academic  
Literacy Network**

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**BILL & MELINDA  
GATES foundation**



# Participating Schools

**ANDREW JACKSON  
MIDDLE SCHOOL**

**Madisen Middle School  
Home of the McHawks**



***Titusville High School***

# Literacy Design Collaborative Resources

<http://www.literacydesigncollaborative.org/>

[http://www.edline.net/files/fILgO/692af9ece14b09b03745a49013852ec4/Connecting to the Core Standards FINAL.pdf](http://www.edline.net/files/fILgO/692af9ece14b09b03745a49013852ec4/Connecting_to_the_Core_Standards_FINAL.pdf)

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