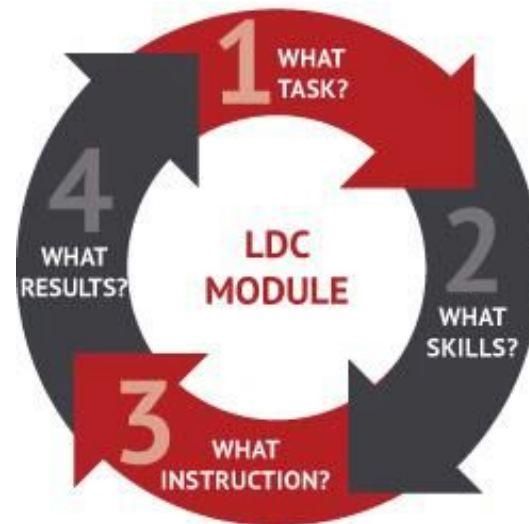


The LDC design process for building modules/units is:



1. **What Task?** Teachers craft a rigorous, meaningful, disciplinary assignment, called a teaching task, worthy of one to four weeks of instructional time focusing on content and texts central to the discipline.
2. **What Skills?** Teachers think through and articulate the enduring disciplinary literacy and content skills, called the skills list, that students will need to develop to respond to the teaching task independently and successfully.
3. **What Instruction?** Teachers plan instructional lessons called mini-tasks that will explicitly teach each of the skills in the prior step and offer moments when the teachers can formatively assess students' progress on those skills. Teachers also use mini-tasks as [stand-alone lessons to target skills](#) such as the ability to develop an evidence-based claim.
4. **What Results?** Finally, teachers assess and reflect on student work, via the formative mini-tasks as well as the final writing product, to plan future instruction and monitor student progress.