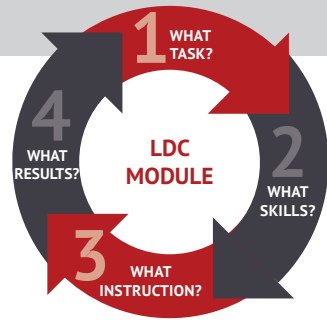


# How LDC Works



The basic LDC building block is a **module**—two to four weeks of instruction comprising four parts: a *teaching task*, a *skills list*, an *instructional plan*, and a *writing product*. LDC Modules can be linked along with other instruction to create full courses, or pieces can be used for assessment or specific student skill development.

**TASK:** LDC “teaching tasks” are the meaningful reading and writing assignments that teachers “teach” and students “do” to demonstrate they have learned college and career skills. As Richard Elmore has noted, “Task predicts [student] performance.” Teaching tasks are constructed from LDC “task templates,” which provide teachers with partially built tasks aligned to College and Career Readiness Standards.

#### Section 1: What Task?

##### Teaching Task

##### Task Template 2—Argumentation

Should the president of the United States have the power of the line-item veto? After reading informational texts and articles, write an editorial in which you address the question and argue for or against the merits of the line-item veto. Support your position with evidence from the text(s).

**CT** Be sure to acknowledge competing views.

**SKILLS:** After teachers design their teaching task, the next step is to identify the discrete skills that students will need to successfully complete the task. To help get teachers started, LDC provides example disciplinary skills lists teachers can add to, delete from, or modify to meet the specific needs of their students.

#### Preparing for the Task

##### PRE-ASSESSMENT

Ability to engage with a task similar to the teaching task for assessment purposes.

##### TASK ENGAGEMENT

Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

##### TASK ANALYSIS

Ability to understand and explain the task’s prompt and rubric.

**INSTRUCTION:** After identifying the skills students need to develop to complete the teaching task, teachers design the instructional section of the module, planning how they will explicitly teach each skill and collect formative data using an intentionally sequenced series of “mini-tasks.”

Mini-tasks are small, scorable assignments that address a particular literacy skill and allow students to practice and develop proficiency with that skill. Together, the mini-tasks guide students step by step toward successfully completing the larger teaching task. To help teachers get started, LDC provides access to a nationally vetted library of teacher-created mini-tasks that include a product, prompt, scoring guide, explicit instructional strategies, and pacing plan.

#### Reading Process

##### ESSENTIAL VOCABULARY

Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information, to determine word meanings using context clues.

##### Vocabulary Notes

Product: 8 Vocabulary Circles for Age of Exploration terms. Prompt: In preparation for the readings about the explorers, you are going to study eight new vocabulary words. You will use context clues to define each word and then complete a vocabulary circle for each word.

##### ACTIVE READING

Ability to engage in multiple reads of a text to obtain an initial understanding of a text’s central point and identify the pertinent information needed to support a response to the task.

##### Model Note-Taking Guide

Prompt: Follow along with me as I read about Amerigo Vespucci, code the text, and fill in the note-taker.

**RESULTS:** After a module’s instructional plan is taught and students’ final products (their responses to the teaching task) are collected, teachers score the work using LDC rubrics that are focused on key CCRS-aligned features as well as on the disciplinary knowledge shown in each piece. LDC student rubrics were created and validated by Stanford’s Center for Assessment Learning and Equity (SBAC advisors). In a completed LDC module, the results section is amended post-teaching to add and share sample student writing products along with copies of scored rubrics.

Teacher teams and administrators utilize the LDC Framework to collaborate to build their skills to master College and Career Readiness Standards implementation. As they improve their instructional skill, educators recognize multiple opportunities for using LDC to ensure horizontal and vertical curriculum alignment, provide curriculum-embedded assessment, and iterate instruction to meet their students’ needs.

#### Section 4: What Results?

##### Student Work Samples

##### Advanced



Student Work Sample: Advanced 1

Student Work Sample: Advanced 2