



LDC is a nonprofit that began in 2009 to support teachers in anchoring their daily instruction and students' work in the new academic standards. A group of teachers and experts collaborated to develop planning tools that would help teachers implement the standards quickly and easily in their classrooms. They sought to develop a flexible design structure using customizable templates that would support the rigor of the new standards while allowing teachers the freedom to design instruction reflective of their content areas and their students' contexts.

One of the most important dimensions of the CCSS standards was the way they articulated the cognitive demands found in intellectually rigorous discourse about texts. In addition, the new standards privileged writing in response to reading, stressing that the ways in which students read and interact with text are valuable not just for disciplinary knowledge development, but also for learning the craft of comprehending information (whether visual, auditory, or printed) and then communicating that understanding (primarily via writing, but also via other modes of communication such as speaking).

The [LDC templates](#) and design process spread across the country, from teacher to teacher and from district to district. These planning tools:

- Guide teachers in a backward design process to plan assignments that help students build the enduring literacy skills they need to write about what they read.
- Move teachers away from *connecting* standards to their assignments and toward *using* the standards to identify and teach the skills students need to access content.