

LDC's 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. This helps teachers think through the decisions they need to make to create scaffolded, explicit instruction with ongoing formative assessment. Through this process, teachers can design tightly aligned, short, writing-in-response-to-reading units called **LDC modules** that are taught over one to four weeks. LDC's planning tools thus ground teachers in a cycle of planning, designing, implementing, and reflecting on the teaching and learning happening in their classrooms.

LDC teachers think deeply about the alignment between their assignments and the accompanying results found in student work. They actively explore the type of thinking that happens when instruction and assessment are concurrent processes. They learn to notice what happens when a task is built directly from specific focus standards, when skills that visibly connect to those standards are explicitly taught and assessed in an ongoing way, and when students understand from day one what is expected of them during an assignment.

