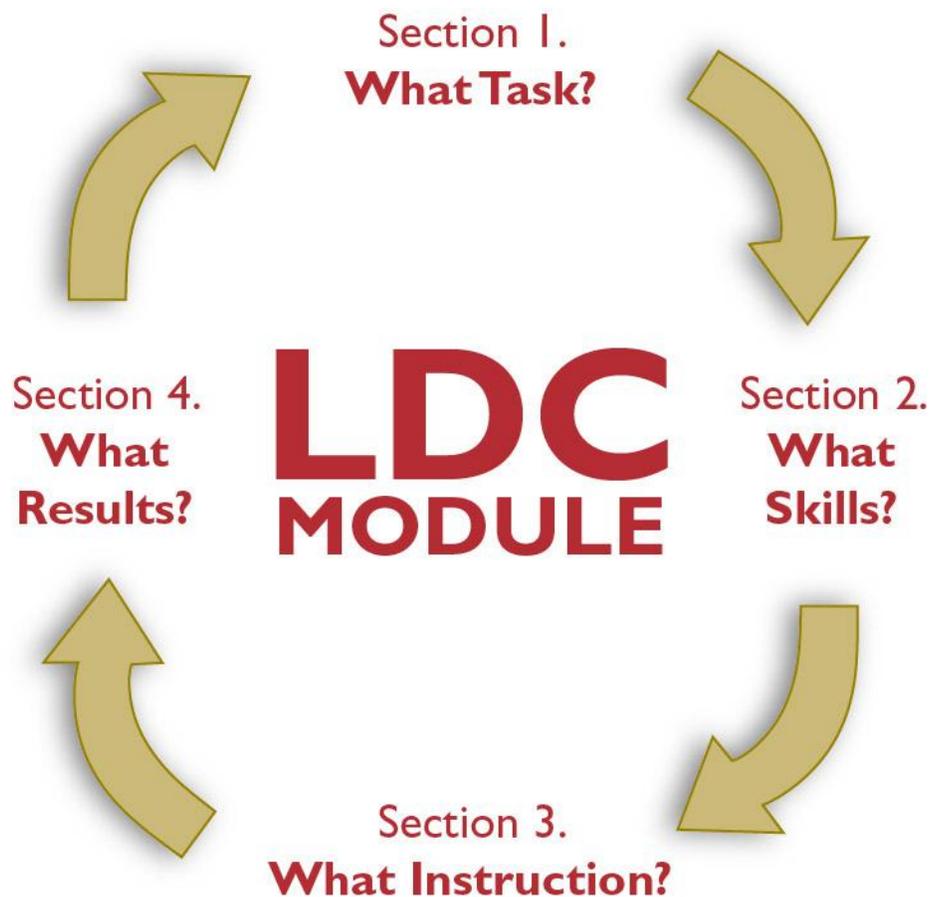


THE LITERACY DESIGN COLLABORATIVE

Module Development: Instructions and Notes



This document provides instructions and notes for developing an LDC module. The audience is expert practitioners—teachers, curriculum specialists, LDC partners—interested in designing their own LDC module.

Instructions for Developing an LDC Module

The chart below provides at-a-glance instructions for each section of the LDC template module. It includes the LDC specifications of what is required and what is optional, as well as highlights the critical points to think about. Give it a quick look and then refer back as you complete the sections. For additional information and descriptions, see the module notes. **While the instructions are linear based on the module format, you may decide not to complete the template in a linear fashion.**

BEGINNING INFORMATION		
Section	What is required?	What can be changed or added?
Cover sheet	Include a title and author(s) (you and your team members) of the module.	Include any additional information or artwork as you want. You might select to do this section last, as the “icing on the cake.”
Information sheet	Fill in all sections of the standard information sheet. <ul style="list-style-type: none"> The module description must provide an overview of its purpose and what students will learn. See an LDC exemplar for an example. The template task selected must be included exactly as worded in the LDC Template Task Collection. 	Even though you are asked to use the standard information sheet now, changes to it are still being considered. If you think something key is omitted, please let us know. You might choose to do this section once you completed other sections of your module.
SECTION I. WHAT TASK?		
Section	What is required?	What can be changed or added?
A. Template task	Review the template tasks from the LDC Template Task Collection and select one that you will teach. Keep in mind: <ul style="list-style-type: none"> The template task must be copied into your module exactly as it is worded in the collection. Think about: Which template best fits the content your students will be working with? Which sets up opportunities for students to learn and practice literacy skills? 	Nothing can be changed or added.
B. Standards	Keep the exact CCR Anchor Standards from the common core listed; the alignment to the task is already completed. Add appropriate state and/or district content standards and provide source information .	You may also want to indicate some grade-specific standards from the Common Core State Standards.
C. Teaching task	<ul style="list-style-type: none"> The prompt: Fill in the blanks as the template you selected directs, inserting a question, content, and product. Do not change the provided language of the template. The written parts of the template ensure that your task is aligned to the common core. Background: Provide the necessary information students need to begin to address the prompt. Check to make sure the task is manageable, appropriate, and clear. Include the exact LDC rubric provided to score resulting student products. 	<p>You choose which texts students will read, the content they will study, and the writing product they will do. In choosing, consider requirements set by your state, district, or school.</p> <p>You decide whether to include the L2 and L3 portions of the template.</p> <p>You decide to include an Extension in which students publish or present their work publicly.</p>

SECTION II. WHAT SKILLS?

Section	What is required?	What can be changed or added?
A. Specific skills	List the skills <u>students</u> need to succeed on the teaching task.	You can create your own list of skills by back-mapping from the template task you selected, or you can use or adapt the LDC prototype student skills list provided in this document. The LDC prototype skills list is <u>an example</u> and you can adopt, delete or change to complete your list using the same chart.
B. Skills defined	Define each skill listed using “the ability to…”	You choose the definitions.
C. Skills clusters	Cluster the skills in groupings that makes sense and are in a workable order for teaching.	You decide the groupings.

SECTION III. WHAT INSTRUCTION?

Section	What is required?	What can be changed or added?
Overall	Organize instruction around the skills identified, defined and clustered in Section 2. LDC calls this the “instructional ladder” and elements A-E below are a required part of the ladder – whether a module developer is using the LDC Instructional Ladder I example or developing their own.	You choose how to organize your own instructional ladder (or use a format set by your state, district, or school), as long as it includes the elements below. <u>One example</u> of an LDC instructional ladder is provided. You may choose to adopt, change or delete it. Note that content can be taught during or before using the ladder.
A. “Mini-tasks”	Mini-tasks must be included. Adopt or develop the “mini-tasks” you will teach students and have them complete based on the skills list. Include: <ul style="list-style-type: none"> • A prompt asking students to demonstrate an “in-progress” skill or practice. • A product description specifying student work that can be evaluated for the skill being taught and used as a formative data. • A simple scoring guide stating what students will be expected to show as evidence of learning. 	You can: <ul style="list-style-type: none"> • Use the LDC’s optional prototypes for the mini-tasks. • Adapt those prototypes. • Use versions developed by your state, district or school. • Develop your own.
B. Instructional strategies and notes?	Specify instructional strategies to be used in teaching students to succeed on each mini-task.	You decide what instructional strategies to use, within state, district or school requirements. You can also use or adapt the LDC optional prototype. The notes space lets teachers add comments before or after using the module
C. PD/ prep	List PD/training needs and prep for teaching.	You decide what those needs are.
D. Pacing plans	Think through the amount of time it will take to teach and students to complete the mini-tasks and the overall task. Include notes on moving from broad instructional strategies to specific day-to-day lesson plans and differentiating time based on student needs.	You decide what time is required for each step.

E. Materials, references, and supports	Identify how the student and teacher materials might be different. List the materials, references and supports in each section, with citations.	You decide what items will be needed or helpful.
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SECTION IV. WHAT RESULTS?

Section	<i>What is required?</i>	<i>What can be changed or added?</i>
A. Student work samples	<p>Once you teach the module:</p> <p><i>Teaching task.</i> Include examples of student work to represent each performance level on the Teaching Task rubric.</p> <p><i>Classroom assessment.</i> If used as a post-test, include examples of student work to represent each performance level on the rubric.</p>	You choose the work samples.
B. Other scoring supports	No current requirements: information may be added here as scoring work progresses.	
C. Classroom assessment task	<p>Include a classroom assessment task, using <u>the same template as you used for the teaching task</u> to create a shorter (1-2 days) un-coached assessment. (This task will be optional for the teachers using the module, but you, as the module builder, are required to create and include it.) The task must include any background information that would be necessary for students to have to address the prompt.</p> <p>The LDC Classroom Assessment Rubric must be included in your module.</p>	<p>You can use the “plug and play” aspects of the template task – the text, writing requirements and content –to accommodate the shorter time period. The template tasks can be modified slightly to fit the in-class, on-demand context.</p> <p>While each module is required to have a classroom assessment task that correlates with the teaching task (to be used as either a pre or post test), the teacher using the module will decide when—and if—it is appropriate to use the classroom assessment. (Example: if students are still struggling to succeed on the teaching task, that may be all the information needed to make a “what next” decision, and the teacher might decide to teach the task in a second module before assessing students.)</p>

TEACHER WORK SECTION

Section	<i>What is required?</i>	<i>What can be changed or added?</i>
A. Teacher thoughts	<p>Address:</p> <ul style="list-style-type: none"> • What worked and what didn't • What you would change if using the module again • Evaluation information. 	This is a working section and is very open. The online community will add additional opportunity for comments.
B. Possible variations	No requirements.	You can suggest other alternatives for using the module. For example, after using the module, you may include possibilities for using it with other texts, other content, and so on.

LDC Module Notes

The LDC module notes provide practitioners with a detailed description of the LDC module template. The intent is to provide further information about the purpose of each section than what is possible in the at-a-glance instructions above.

Section I: What Task?

What task sets clear, measurable goals for learning?

At the center of the Literacy Design Collaborative strategy are student tasks—what we ask students to do and how we know they can do it. The LDC tasks are a way to translate the common core reading and writing standards into classroom practice. In a sense, tasks bring the standards into “action” in the classroom. To support practitioners in creating strong literacy tasks for students, LDC provides a prototype set of template tasks that connect the experiences of reading, writing, and thinking. The tasks are critical in that they are what students will do “day-in-and-day out” of their schooling. This prototype set can be found in The LDC Task Collection document. Section I includes:

- A. *Template task: What template task will you use?*
Fill-in-the-blank template task that is the main vehicle for designing literacy instruction.
- B. *Standards: What standards will be used to build the teaching task?*
 - *Common Core Standards:* The College and Career Readiness (CCR) anchor standards for reading and writing in ELA, social studies, and science related to the task. These are pre-identified by the LDC partners to ensure alignment with the common core.
 - *State/District Content Standards:* Allows module developers to add specific content standards, as defined by their district or state, that they will use in developing a module.
- C. *Teaching task: What completed task tells students what to do?* The teaching task includes a prompt whose content, reading text/genre, product and rigor level that can be customized by the module developer based on student learning needs, the demands of the state and district and the practitioner’s professional expertise. It also includes a background section to provide information to students that prepares them to begin address the prompt, as well as an optional “extension” which requires students to publish or present their product publicly. The final, critical, part of the teaching task is the rubric to be used by teachers for scoring student work and making instructional decisions based on the information.

The LDC strategy is to engage practitioners in developing a set of top quality tasks that can be used by others in a variety of ways—across grades, content areas or courses.

Section 2: What Skills?

What skills do students need to succeed on the teaching task?

In order for students to be successful on the teaching task, practitioners must be clear on the reading, writing and other literacy skills students must develop. These skills are identified by “back-mapping” from the requirements of the teaching task. Module developers then cluster these skills into groupings that make sense for teaching them to students. Different lists of skills that will emerge from the various LDC modules will allow comparison across classrooms, schools, districts and states to look for areas of agreement on essential skills.

- A. *Specific skills: What skills are essential?*
Practitioners identify the skills students need to have by “back-mapping” from the requirements of the teaching task. The skills form the basis for the instructional ladder—or the teacher’s instructional strategies and the ongoing student work that leads students to successfully completing the larger teaching task.
- B. *Skills defined: How are you describing/defining those skills?*
Skills are defined as “the ability to...” so the meaning of each skill a student must have or develop (and a teacher must teach) is clear. Module developers must ensure that the identified skills relate to the student (not to what the teachers do).
- C. *Skills clusters: How are skills clustered?*
Skills are clustered into groupings that make sense for how they will be taught in the classroom (e.g. reading skills, writing skills, etc.). The LDC prototype provides one example of how this could work.

Section 3: What Instruction?

How will teachers teach students to succeed on the teaching task?

Section 3 specifies the instructional system used to teach the skills identified in Section 2, and to ultimately succeed on the tasks identified in Section 1. Within the LDC approach, this system is called an “instructional ladder.” The instructional ladder provides a common language for capturing instructional expertise so it can be shared. The LDC Design Team has provided a prototype instructional ladder (Ladder 1)- one approach to outlining the instruction of reading and writing. The ladder must include five specified elements:

A. “Mini-tasks”: *What “mini-tasks” will you give students so they can learn each skill?*

Definition: Short assignments used to teach each essential skill.

As seen in the LDC prototype template modules, each mini-task has a prompt that asks students to produce measurable products, as well as a scoring guide for teachers to gather information and adjust teaching accordingly. The LDC prototype instructional ladder provides examples of the types of mini-tasks teachers could use to engage students in developing the skills necessary to complete a teaching task successfully over several weeks.

B. Instructional strategies/notes: *What instructional strategies will you use to teach each skill?*

Definition: Instructional plan teachers use to teach students the skills they need to succeed on the “short assignments” and the larger teaching task.

This area is about what teacher “do.” This part should explicitly outline the strategies teachers will use to teach specific skills related to the mini-task.

C. Professional development/preparation: *What do you need to do to be prepared to teach the skills/module?*

Definition: Teacher preparation needed for teachers to successfully teach the module.

This area could include a description of the professional skills and knowledge teachers need related to the mini-task, as well as the logistics to set it up for students.

D. Pacing plans: *How will you pace instruction?*

Definition: Estimated amount of time it will take to teach the module, overall and step-by-step.

Pacing planning supports teachers in moving from broader instructional strategies to the more specific day-by-day plans essential for successful implementation.

E. Materials, references, and supports: *What do teachers need to teach? What do students need to learn?*

Definition: Information on the instructional materials, resources and supports necessary for the teaching and learning of reading and writing skills required by the task in this section.

There are two sections: one for teachers, one for students.

Section 4: What Results? How good is good enough?

Student work samples allow educators to begin to calibrate understanding of what student achievement of the common core standards look like at each grade level and across school, town and state lines. Student work samples are critical to successful scoring; rubrics are not enough on their own. This section includes scored student work samples representative of each level on the rubric for both the teaching task and the classroom assessment task.

A. Student work samples: *What student work samples support the rubric?*

Definition: Examples of student work to represent each performance level on teaching task.

Student work samples are forthcoming as LDC partners test modules, score student products and identify strong examples.

B. Other scoring supports: *What other scoring supports are needed, if any?*

Definition: To be determined as scoring work progresses.

C. Classroom assessment task: *How will you assess what students know and can do when they work independently?*

Definition: A shorter classroom test teachers use to see how well students perform independently.

This task uses the same fill-in-the-blank template as the larger teaching task but is adjusted for the much shorter time frame. The classroom assessment can be used as a pre-test and/or post-test. An adjusted rubric is included. You should also include student assessment samples once the assessment is used.

Note: The classroom assessment should focus on the type of writing and text structure students apply in the teaching task. Teachers may modify slightly the template to fit the in-class, on demand environment.

Teacher Work Section

What now, what next?

The LDC modules and tasks are just the beginning. It is putting these—and others—into play in many classrooms with many different students that will allow all of us together to improve on how we build students reading and writing skills to meet the common core standards. The module template ends with a working section for teachers. Teachers can use this section to include notes, comments and feedback on the original module after it is taught, as well as outline possible variations to the module for different courses, students, themes, etc.

How do you know a great module when you write one?

An LDC module is made up of a series of short assignments identifying literacy practices that lead students toward completion of a teaching task. A great module identifies the most important steps in that process so that students move through the reading and writing short assignments without becoming overwhelmed or underprepared to complete the teaching task.

A great module:

- Follows the LDC requirements for building a module and presents a manageable set of short assignments that identifies important literacy practices in reading, writing, and critical thinking.
- Creates instructional opportunities so that students go deeply into aspects of the teaching task that support their efforts to “meet expectations” or better on the teaching task rubric.
- Is strategic in its demands, asking students to engage in literacy practices that ensure they are addressing the teaching task prompt and are on target toward completion of the teaching task.
- Provides timely feedback to students using a two-point scoring guide for each short assignment so that students can move on with confidence or correct any problems. If applicable, provides helpful feedback on pre- and post-classroom assessments that allow students to see their growth and understand where they need to continue to develop skills.
- Is paced to be completed over two to four weeks for a stand-alone module, longer for a module extended into a unit.
- Sets up opportunities for professional communities to share expertise; build consensus on the meaning of teaching tasks, rubrics, and scoring; and improve skills in teaching literacy practices.