

WHAT IS LITERACY BY DESIGN?

AS THE EXAMPLE DEMONSTRATES, Literacy By Design is a totally new way of thinking about and preparing all students to have the literacy skills they need to be college/career ready. It is not a program. It is not a random selection of curriculum ideas. It is a literacy framework that connects what is taught, how it is taught and assessments using several key principles and strategies.

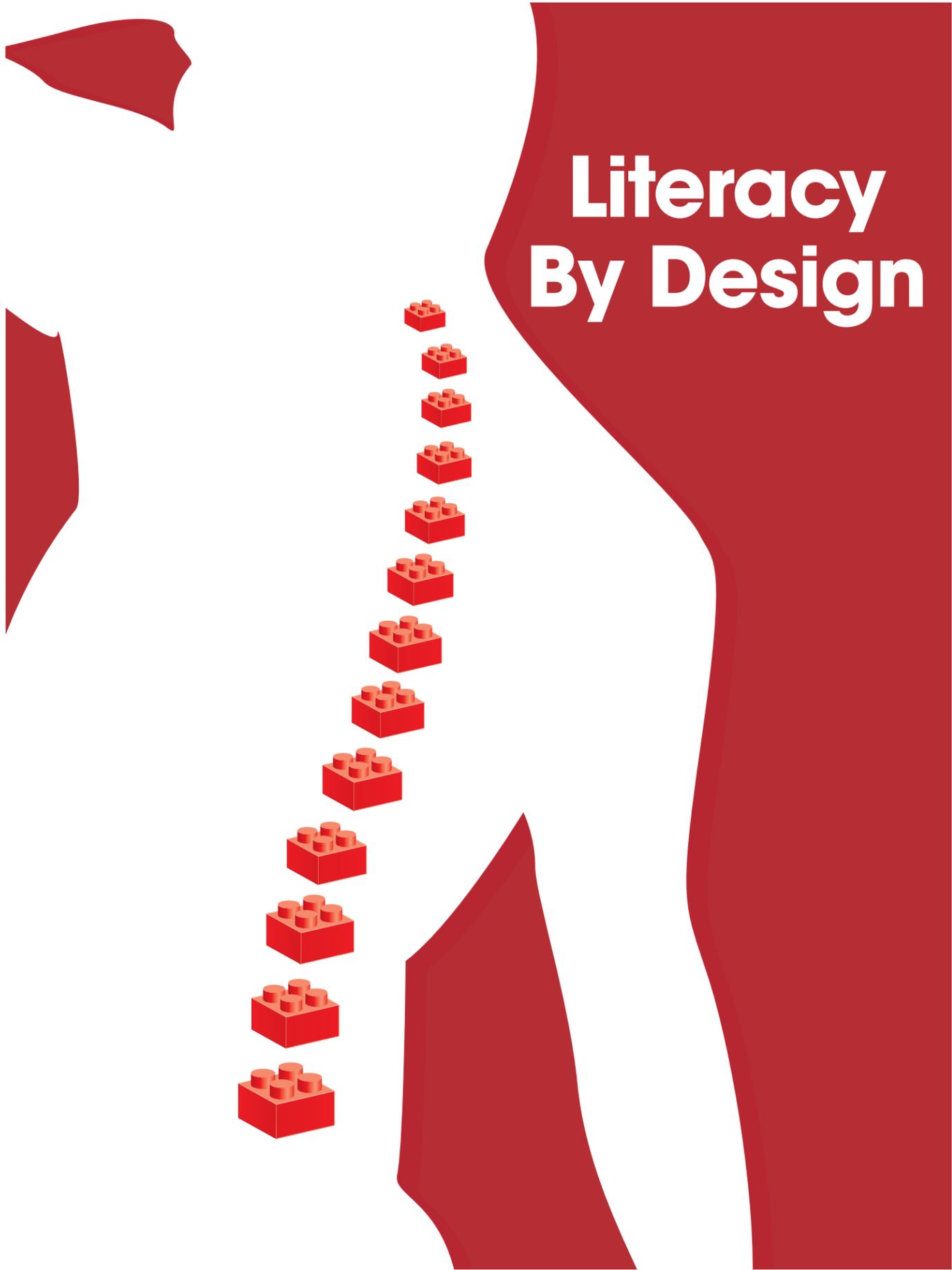
- **ALL STUDENTS** should be successful at college/career-ready skills, so the LBD strategy begins with the Common Core of Standards. This sets clear, high goals for instruction.
- **STUDENTS NEED** a literacy-saturated experience in the middle grades and beyond. LBD acts as a literacy “spine,” with opportunities to gain literacy skills branching out across disciplines including English/language arts, social studies and science.
- **LBD PROVIDES** a flexible literacy framework that links reading and writing. Teachers can layer their own content on top of the templates in the framework or select content-specific resources (as the example) prepared by LBD expert partners. The templates cross grade levels as well as subjects so teachers can adjust them to student/class needs, and the templates can be “recycled,” used for different content at different levels.
- **LBD BUILDS** from tasks that are based on the Common Core of Standards and focus on writing linked to reading assignments. The tasks lead the structure of modules, which add lesson planning supports and classroom-based assessments. Acceleration strategies in the modules can be used by teachers to help students who are struggling to catch up.
- **MODULES CAN** be shifted around within content areas and across grade levels and/or be combined to form a literacy course. They can organize responsibility for who does what on literacy instruction. They also provide a venue for consistent and ongoing professional development.
- **END-OF-MODULE ASSESSMENTS** measure how well students have internalized the writing process – the degree to which they can perform independent of coaching by teachers. CRESST is creating a set of summative assessments that set high-quality proficiency targets.

THE LITERACY BY DESIGN TEAM is a group of expert practitioners gathered by the Education Trust to jump start the LBD work. Team members are experienced in policymaking, administration, practice, research, and curriculum design. The team is co-partnering with the Center for Research on Evaluation, Standards and Student Testing (CRESST), which is using its extensive research on what students need to be college ready to verify the work of Literacy by Design. Their collective work is embedded in literacy strategies developed by the Bill and Melinda Gates Foundation.

WHO ARE WE?

BUT THE LITERACY BY DESIGN TEAM IS NOT STATIC – it’s meant to quickly grow into LBD 2.0, adding a much larger set of partners focused on continued design improvements and scale. All of these partners will be “Literacy by Design”!

Literacy By Design



LBD TEACHING TASK

LEARNING GOAL:

Write persuasive essay to academic audience in response to reading in content area (ELA, social studies, and science)

COMMON CORE LITERACY STANDARDS (PERSUASIVE LEVEL 1)

Reading	2. Support or challenge assertions about the text by citing evidence in the text explicitly and accurately. 10. Analyze how specific details and larger portions of the text contribute to the meaning of the text.
Writing	2. Gather the information needed to build an argument, provide an explanation, or address a research question. 4. Support and illustrate arguments and explanations with relevant details, examples, and evidence.

TEMPLATE PROMPTS

TEMPLATE PROMPT (NO CONTENT):

Template prompts are fill-in-the-blank prompts built on common core literacy standards. Templates have 3 levels of difficulty, with level 3 asking for the most complex product.

Level 1: After *reading* _____ (topic/issue), *write* an essay that argues your position, pro or con, on _____ and support your position with evidence from your readings.

Level 2: Be sure to examine competing arguments.

Level 3: Give examples from past or current events or issues to illustrate and clarify your position.

TEMPLATE PROMPT WITH CONTENT (SAMPLES):

ELA

Level 1: After *reading* a collection of poems, *write* an essay that argues your position on Howe's statement that "a poem is no place for an idea" and support your position with evidence from your reading.

SOCIAL STUDIES

Level 1: After *reading* about the civil rights era, *write* an essay that argues your position, pro or con, on integrating schools and support your position with evidence from your readings.

SCIENCE

Level 1: After *reading* about the role of photosynthesis in nature, *write* an essay that argues your position, pro or con, on the value of protecting the rainforests and support your position with evidence from your readings.

SCORING SYSTEM:

- Generic Scoring Rubric. The generic rubric connects demands and qualities established by the common core standards with the student product. The LBD working rubric addresses focus, text interpretation, claim, evidence, organization, and conventions.
- Exemplar Student Work. Student work samples anchor generic rubric descriptors for advanced, proficient, and not yet. They further clarify expectations described by the rubric.

INSTRUCTIONAL MODULES

CONNECT TEACHING TASKS WITH INSTRUCTION: LBD "packages" tasks into modules that add instructional supports to teaching tasks. Users can choose their own instructional strategies, or use the LBD prototype.

ADJUST RIGOR LEVELS AS INSTRUCTIONAL STRATEGY: A set of levers allows teachers to adjust rigor levels as instructional strategy. This also allows tasks and modules to be used again and again across grade levels.

ADD ACCELERATION SUPPORTS: LBD provides a set of acceleration modules that support teachers in meeting the specific needs of their students.

MEASURE SUCCESS: Modules also include a final classroom test. Over time, tasks and their modules will prepare students to succeed on the CRESST-developed high quality summative assessments that establish a clear proficiency pathway to college readiness within different content areas.

TEACHER SUPPORTS: Professional development is tightly tied to implementing the LBD literacy framework. CRESST provides PD for scoring summative assessments.

COURSES, COURSES, COURSES!

The ultimate goal of the LBD work is to support teachers in using tasks and modules to create secondary courses grounded in college-preparatory literacy instruction.

- Stand-alone modules embedded in existing courses
- Units that maintain tight literacy focus while adding other activities
- Module-based single subject courses
- Connect courses, such as American Studies (ELA and social studies)
- College prep writing courses,
- Acceleration courses that give learners extra time and experiences
- Virtual courses that make learning available 24/7 and include hybrid experiences.
- Sky's the limit!!