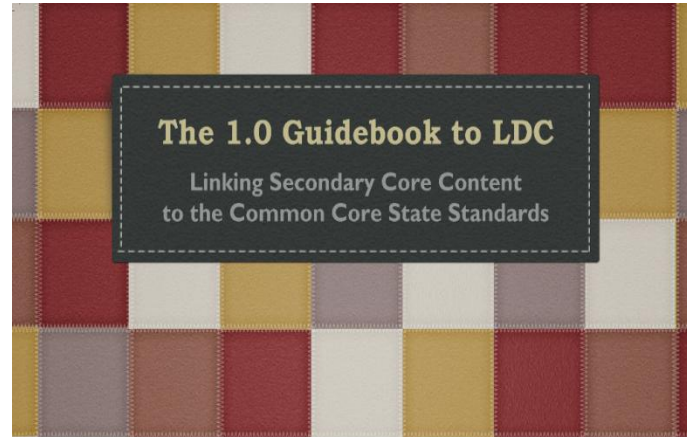


Literacy Design Collaborative

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A New Way of Thinking About
Preparing Students With Literacy
Skills to be College/Career Ready

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Nancy Headrick
Southern Regional Education Board

Research

What do the experts say?

American fifteen-year-olds rank fourteenth among developed nations in reading, lagging behind such countries as Poland, Estonia, and Iceland.

Alliance for Excellent Education, Policy Brief, April 2011

What does that mean?

Based on fourth-grade reading scores, California is planning the number of new prison cells it will need in the next century.

Paul Schwartz, a Coalition principal in residence at the U. S. Department of Education

Additional Research

What do the experts say?

About one student in five produces completely unsatisfactory prose, about 50 percent meet 'basic' requirements, and only one in five can be called "proficient."

National Commission on Writing (NCW), 2009

What does it mean?

The nation's private companies now spend an estimated \$3.1 billion per year—and state governments spend an additional \$200 million--teaching their employees to write.

National Commission on Writing (2004, 2005), National Governors Association

What is literacy?

- Literacy encompasses reading, writing, listening, speaking and observing—the tools of language.
- Learning is language based, and all teachers have a responsibility to help students learn.
- Students need literacy-rich experiences across the curriculum that enhance their learning and thinking.



Who is teaching literacy?

Unlike mathematics, secondary literacy is not a discipline. It is “homeless” in that it belongs to everyone and no one. Literacy is used in secondary classrooms, but it is not taught in a systematic way.

What's Our Starting Point?

If students are not proficient when they enter a course, what is the chance that teachers will “stop, drop and teach them to read and write?”

Subject	Reading/Writing Instruction
English	
U.S. History	
Math	
Science	
PE/Health	
World Language	
Business	
Welding	

Survey says. . .

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Subject	Reading/Writing Instruction
English	Low/Medium
U.S. History	Low
Math	Low
Science	Low
PE/Health	Low
World Language	Low
Business	Low
Welding	Low

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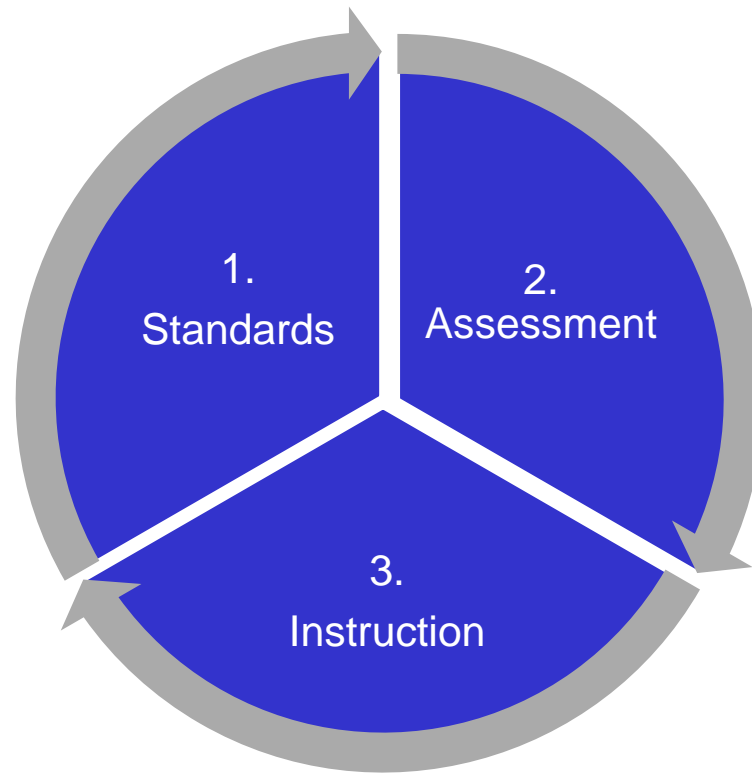
What are the Common Core?

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.

<http://www.corestandards.org>

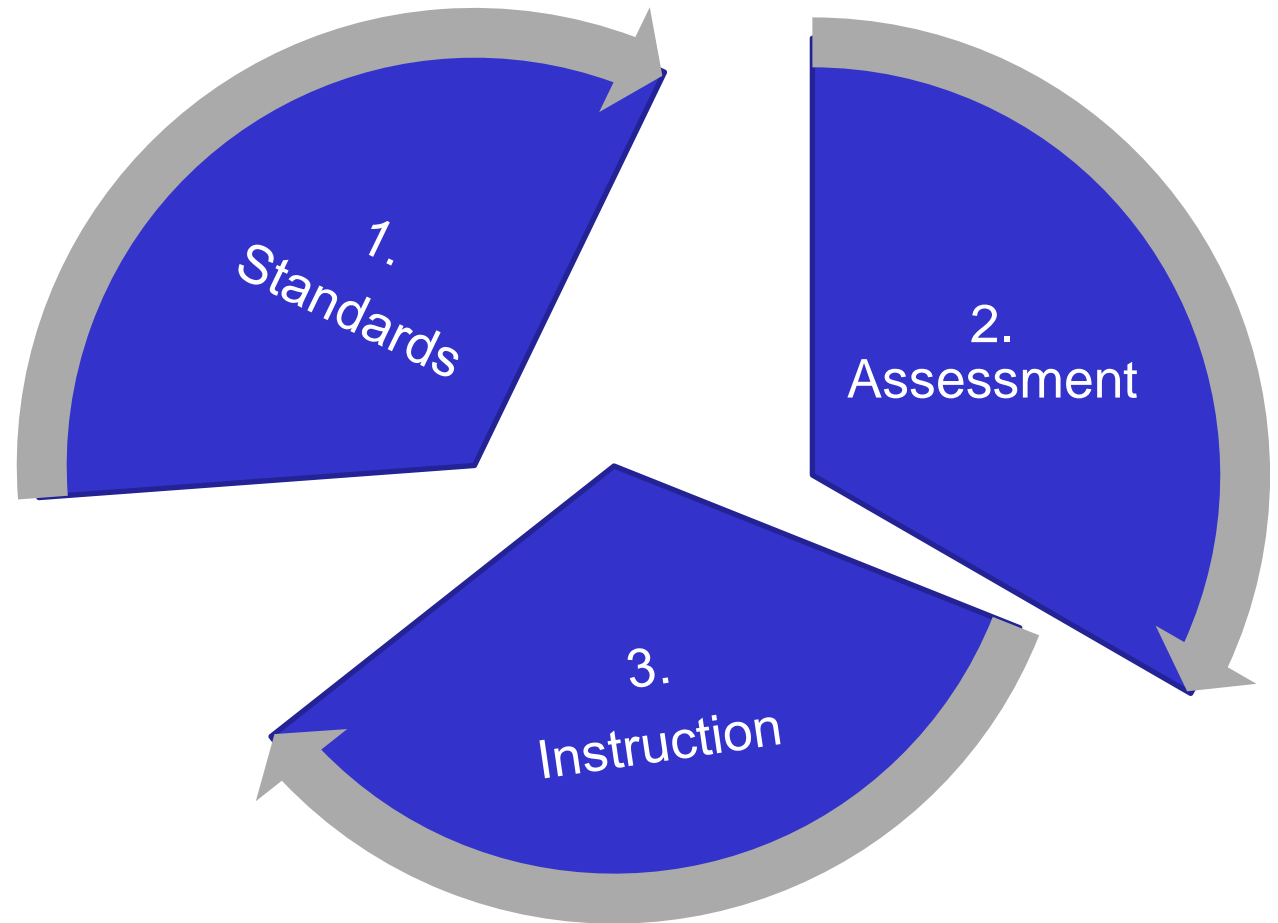
Why Literary Design Collaborative? In the past.....

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**which all too often ends up
looking like this:**



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Goals of the Literacy Design Collaborative

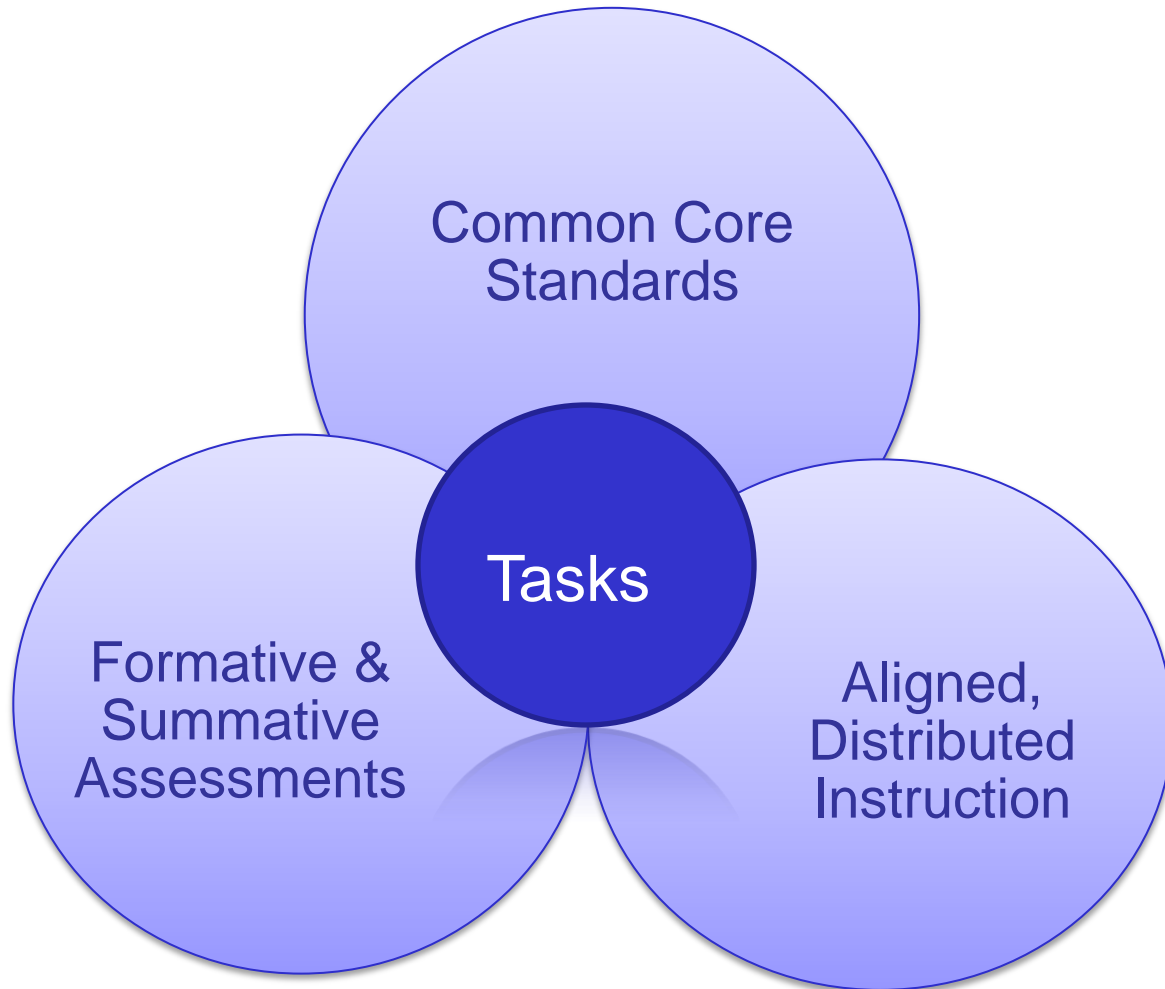
- Engage students in reading, comprehending, analyzing, interpreting and responding to complex texts
- Align assignments to the Common Core State Standards (CCSS) and promote collaboration
- Help teachers personalize learning so every students can master the CCSS
- Ensure that all students can be college and career ready

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The Literacy Design Collaborative

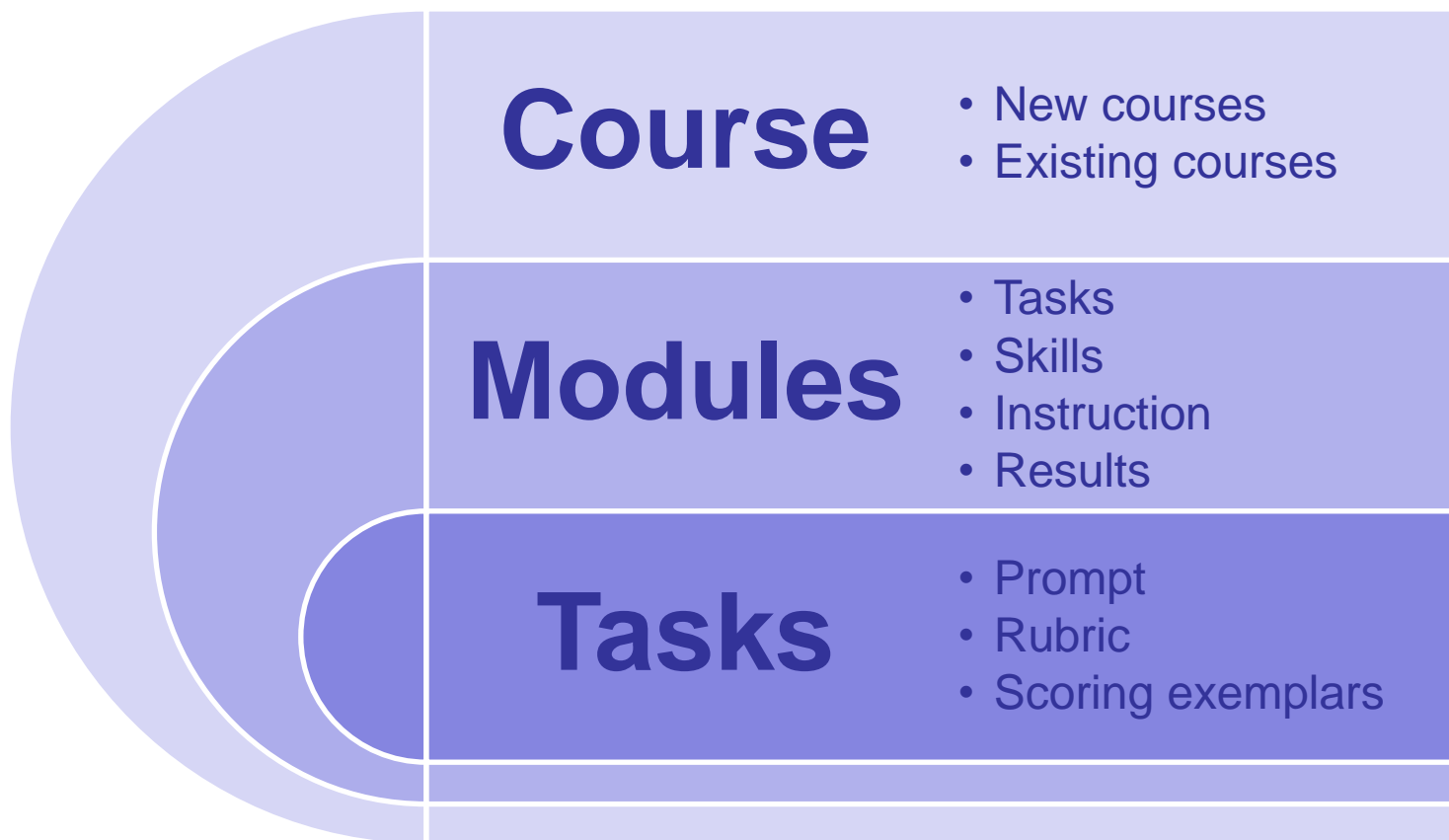
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The LDC Framework

Common Standards, local choices



Student Assignments

Engaging and demanding learning through:

- ***Teaching tasks***, with prompts and scoring rubrics
- ***Instructional modules***, supporting the tasks with plans for needed skills, effective instructions and sample student work
- ***Courses***, that use modules as a substantial part of their curriculum, building reading, writing and thinking skills that fit and support each discipline

Teacher Tools

Tools to implement that approach:

- ***Templates*** educators can fill in to create the tasks and teaching plans
- ***Models educators*** can consider and revise
- ***Sample work*** from other teachers and their students to use as models for new designs

LDC Template Tasks

All LDC tasks require students to:

1. **Read**, analyze and comprehend texts as specified by the CCSS
2. **Write** products (as specified by the CCSS) focusing on persuasion, informational/explanatory and narrative
3. **Apply** Common Core literacy standards to content

Tasks are designed to ensure that students receive literacy and content instruction in rigorous academic reading and writing. And, equip all students with the literacy skills they need for college and successful careers.

Three Types of Writing Tasks

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There are three of writing tasks:

1. Argumentation
2. Informational/explanatory
3. Narrative

Each section includes:

- Common core standards - the standards that apply uniquely to the section
- Template prompts - with content-added examples for all applicable content areas
- Generic rubric - applies to prompts in that section

Argumentation Task Handout – Page 7

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Making instructional/planning decisions about:

- Reading text types/genre
- Content
- Written products
- Rigor level

Task 1 Template (Argumentative/Analysis L1, L2, L3):

After researching _____ (informational texts) on _____ (content), write an _____ (essay or substitute) that argues your position, pro or con, on _____ (content). Support your position with evidence from your research. **L2** Be sure to acknowledge competing views. **L3** Give examples from past or current events or issues to illustrate, clarify, and support your position.

Appropriate for: Social studies, science and Career Technical

Informational/Explanatory Task Handout – Page 9

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Task 22 Template (Problem-Solution L1, L2, L3):
After researching _____ (informational texts) on _____ (content), write _____ (report or substitute) that compares _____ (content). **L2**
In your discussion, address the credibility and origin of sources in view of your research topic. **L3**
Identify any gaps or unanswered questions.

Appropriate for: social studies, science, and career and technical

Page 7 – Task 5

- *ELA Task:* After researching articles on modernism in American literature, write a report that defines and explains “modernism”. Support your discussion with evidence from your research.
- *Social studies task:* After researching articles and political documents on government lobbyists, write a report that defines and explains who and what lobbyists are and the role they play in our political system. Support your discussion with evidence from your research.
- *Science task:* After researching scientific articles on magnetism, write a report that defines and explains “magnetism” and its role in the planetary system. Support your discussion with evidence from your research.
- *CT Task:* After researching selected sources on green technology advances in the automotive industry, write a report that defines and explains how these changes have affected the environment. Support your discussion with evidence from your research.

Career-Technical Task

LDC vs. Traditional Writing Prompt

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LDC Writing Task

After researching selected sources on green technological advances in the automotive industry, write a analysis report that relates how these changes have affected the environment. Support your discussion with evidence from your research.

Write a report on how automotive technology has changed.

Traditional Writing Prompt

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LDC Task vs. Traditional Writing Prompt

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LDC Writing Task

After researching the article on invasive species, write an essay that defines invasive species and explains how these organisms impact an ecosystem, economy and people. Support your discussion with evidence from your research.

Explain what humans are doing to negatively impact the environment, using examples we discussed in class.

Traditional Writing Prompt

Career-Technical Task

LDC vs. Traditional Writing Prompt

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LDC Writing Task

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Traditional Writing Prompt

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LDC Task vs. Traditional Writing Prompt

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LDC Writing Task

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Traditional Writing Prompt

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Your Turn!!!

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LDC Task Development Basics

- Choose your template task
- Choose your topic
- Choose texts students will read
- Choose text students will write
- Combine to create your teaching task

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- Leads with the task
- Hard-wired to the Common Core State Standards:
 - Rigor and Relevance
 - 21st Century Skills
 - Role of Technology
- Incorporate state standards (page 15)

Thoughts?

What are your thoughts?

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