

SREB



Overview

Welcome!

Southern
Regional
Education
Board

SREB

Today's Session Objectives

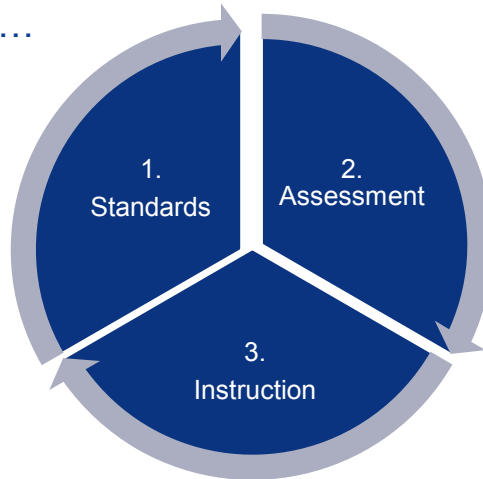
- ★ Become familiar with the Literacy Design Collaborative and how it parallels with the types of items Texas STAAR will assess and the Texas College and Career State Standards
- ★ Explore sample LDC tools (tasks, instructional ladders, modules)

SREB The Literacy Design Collaborative

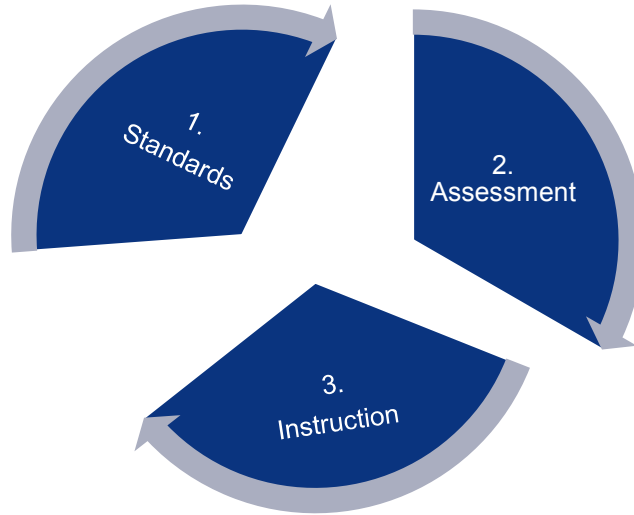
An expanding set of classroom, district, state and service providers with the will to meet the challenge of expecting high levels of secondary literacy, head-on.

SREB Why Literary Design Collaborative?

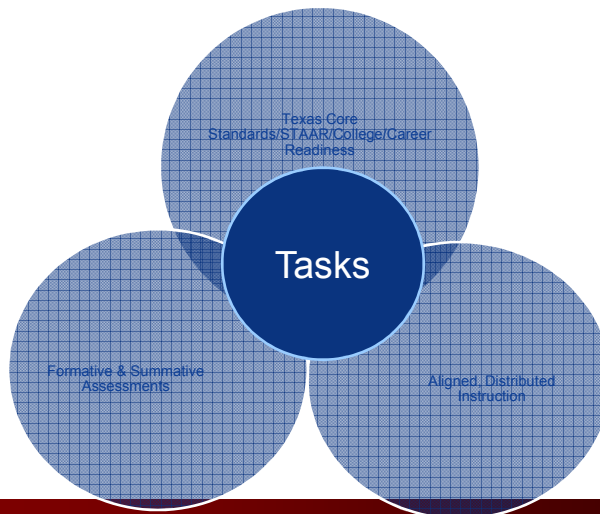
In the past...



which all too often ends up looking like this:



The Literary Design Collaborative Approach (LDC)



The Literacy Design Collaborative

- Leads with the task
- Hard-wired to the Texas Core State Standards:
 1. Rigor and relevance
 2. 21st century skills
 3. Role of technology

What is the Intent of LDC?

- Helps students become independent learners
- Builds teachers' capacity to engage students in reading, comprehending, analyzing, interpreting, and responding to complex texts
- Provides teachers the flexibility to personalize and tailor learning for every student to master the new requirements of STAAR, EOC's, based on TX College and Career State Standards (CCS) and latest TEKS
- Aligns assignments to the CCS/STAAR designed to save teachers time and energy

How is LDC Different?

Common Instructional Practices

- Scanning for facts
- Accepting that students cannot read and write at a higher level
- Covering content area material
- Assuming students don't know anything about a new topic

LDC Practices

- Reading and writing for deeper understandings
- Supporting reading and writing skills with appropriate instructional tools
- Embracing the concept that less is more
- Using prior knowledge to build new knowledge and understandings

9

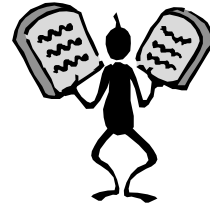
What are the LDC Tools?

1. The main tool—29 developed tasks.
2. A series of lessons aimed at engaging students in the language of the discipline, mastering a body of content and responding in writing to show they have mastered that content.
3. A process and rubrics for scoring student work.
4. Local and national collaboration.
5. Access to an electronic database of discipline-specific texts aligned to students' reading levels.

10

What are the Three Writing Tasks?

1. *Argumentation*
2. *Informational/explanatory*
3. *Narrative*



How do you Prepare an Argumentation Task?

Task 2 Template (Argumentative/Analysis L1, L2, L3):

[Insert question] After reading _____ (literature or informational texts), write an _____ (essay or substitute) that addresses the question and support your position with evidence from the text(s). **L2** Be sure to acknowledge competing views. **L3** Give examples from past or current events or issues to illustrate and clarify your position.
LDC Guide for Teachers, Appendix C

Appropriate for: Social studies, science, ELA, electives, CTE

Let's Give it a try...



ALIGNMENT across grades

After researching _____ (*informational texts*) on _____ (*content*), write _____ (*essay or substitute*) that argues your position on _____ (*content*). Support your position with evidence from your research.

DISTRIBUTION across content areas

Comparing & Contrasting Tasks:

- As you view the next few slides, jot down notes that describe the differences between the task examples.



LDC Tasks vs. Previous Writing Prompts: Science Tasks

LDC Writing Tasks

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.
Informational

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

Previous Writing "Assignments"

Source: East Jessamine High School, Kentucky LDC

LDC Tasks vs. Previous Writing Prompts: Career/Technical Tasks

LDC Writing Tasks

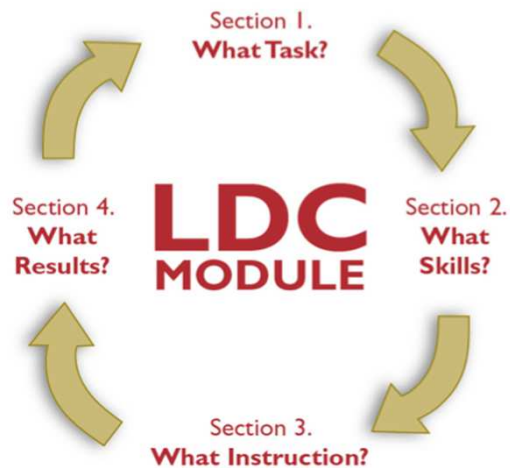
After researching selected sources on green technological advances in the automotive industry, write a analysis report that relates how these changes have affected the environment. Support your discussion with evidence from your research.
Informational

Write a report on how automotive technology has changed.

Previous Writing "Assignments"

Source: East Jessamine High School, Kentucky LDC

How do you Build a Module?



17

Exemplar Tasks

SOCIAL STUDIES: Oregon's Kathy Thiebes

By 1809, which party's goals had prevailed in American politics: the Federalists or the Democratic-Republicans? After reading primary source documents, write an essay that addresses the question and supports your position with evidence from the documents. Be sure to acknowledge competing views. Give examples from historical events to illustrate and clarify your position.

18

What will Teachers/ Facilitators Take away from our LDC Training?

- Module Pacing Guides to use our TEKS at a higher rigor level
- Topics on which to Construct Tasks
- Two Developed Literacy/Writing Tasks (First year)
- Collaborative Structures to Work with Other Teachers
- Strategies to Address Reluctant Readers
 - Tapping into what students know to build new knowledge and understandings
 - Collaborative structures for student engagement
 - Before, during, and after reading and writing strategies
 - A body of student work exemplars
 - A purpose for mastering high expectations.

What Skills?

Sample Task 2 SS Argumentative/Analysis L1/L2:
What combination of market and command systems do you believe create an ideal mixed economy? After reading informational and opinion texts, write an essay that addresses the question and support your position with evidence from the texts. Be sure to acknowledge competing views.

Discuss with your partner:

- What skills would a student need to have in order to be able to complete this task?
- How would those skills be sequenced to help students successfully complete the task?

The LDC design team offers a sample list of skills that teachers can consider and then:

- use without changes.
- use with changes.
- replace with another list based on their judgment about their task and their students.

Instruction for New Skills Students Need to Master STAAR

STAAR, CCR and CC State Standards...

- Are aligned with college and work expectations;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Informed by top-performing countries, so that all students are prepared to succeed in our global economy and society;
- Are evidence and/or research based; and
- Will be reviewed and revised on a set cycle

23

CC and TX/CCR State Standards

▣ **Do...**

- Outline the most essential skills and knowledge *every* student needs to master to be college and career-ready.
- Distribute responsibility for students' literacy development.

▣ **Do Not Provide...**

- A complete scope and sequence.
- A course outline.
- *All* the essential skills and knowledge students *could* have.

24

4 Strands

- Reading
 - Literature
 - Informational
 - Foundations
- Writing
- Listening and Speaking
- Language



25

Grade and Standard

- 5th - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 6th - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7th - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 8th - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Change in Expectation

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

26

Grade and Standard

8th - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

9th and 10th - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

11th and 12th - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Change in Expectation

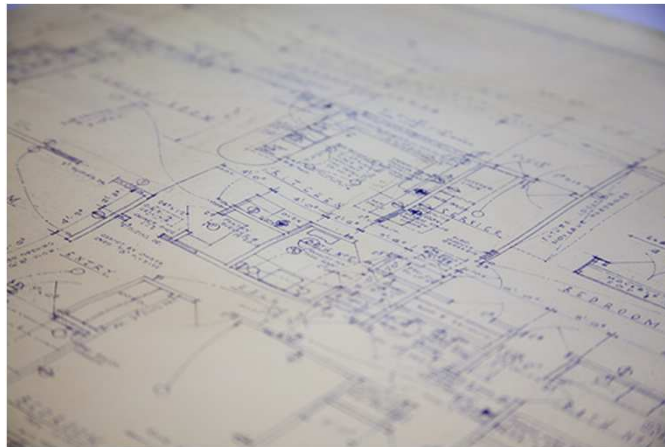
Cite the textual **evidence that most strongly supports** an analysis of what the text says explicitly as well as inferences drawn from the text.

Cite **strong and thorough textual evidence** to support analysis of what the text says explicitly as well as inferences drawn from the text.

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, **including determining where the text leaves matters uncertain.**

CC and CRS TX State Standards

Are a blueprint.



SREB

They Set Goals for More Rigor

“The Texas and CC 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. The standards are reflected in STAAR through a more narrow and more rigorous focus” www.corestandards.org
<http://www.tea.state.tx.us/curriculum>

SREB

They Define Literacy in Content Areas

“While the English language arts classroom has often been seen as the proper site for literacy instruction, this document acknowledges that the responsibility for teaching such skills must also extend to other content areas.”

Texas College Readiness Standards(CRS)
Educational Policy Improvement Center (EPIC)
www.corestandards.org

SREB And They Offer Great Opportunity

“With the TX CRS and Common Core of Standards, many things now become possible. Because states will be working from the same college readiness core, we can create broad-based sharing of what works but, at the same time, provide local flexibility to decide how best to teach the core.”

Vicki Phillips & Carina Wong
Phi Delta Kappan, February 2010

SREB But We Need to Move ...

From blueprint to action!



So teachers don't have to 'move from blueprint to action' alone.



A systematic framework for developing reading, writing, and thinking skills within each discipline, with:

- ★ Science work focused on skills students need to succeed in science
- ★ History work focused on skills students need in history
- ★ Work in many other classes focused on skills essential to those subjects

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

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

SREB Tools ...

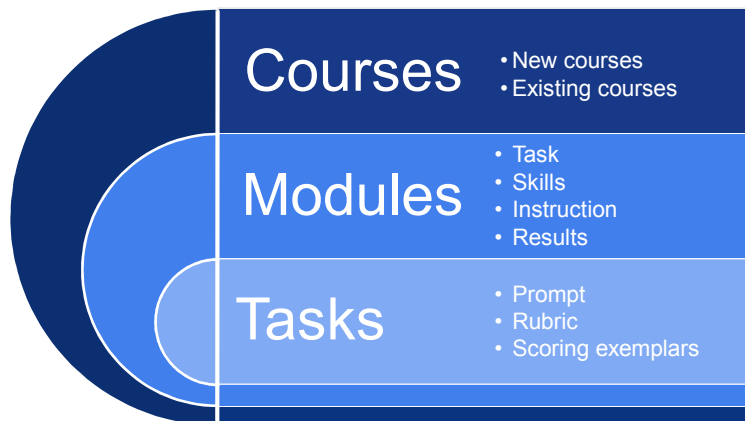
“Hammers do not build, needles do not sew, and LDC resources do not generate richer levels of student learning on their own. In the hands of skilled practitioners, though, good tools can speed the work, whether the craft in question is building, quilting, or equipping the next generation with the literacy skills they need for adult success.”



LDC design team,
The LDC Guidebook for Teachers

SREB The LDC Framework

Common standards, local choices!



The tasks students engage are at the center!

SREB LDC will build upon

- ★ Teaching tasks
- ★ Instructional ladders (plans for the teaching)
- ★ Sample student work
- ★ Modules that share your designs with other educators

*(A **module** = a task + an instructional ladder + sample work + other information you add to explain how you did the teaching)*

SREB

LDC
Literacy Design Collaborative

Tasks

40

LDC Template Tasks

All LDC tasks require students to:

1. **Read**, analyze, and comprehend texts as specified by the TX Standards
2. **Write** products (as specified by the TX Standards) focusing on persuasion, informational/explanatory, and narrative
3. **Apply** CRS literacy standards to content (ELA, social studies, CTE, and/or science)

Tasks are designed to ensure that students receive literacy and content instruction in rigorous academic reading and writing tasks that prepare them for success in college by the end of their high school career.

Getting set...

Making instructional/planning decisions about:

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> Reading text types/genre | <input type="checkbox"/> Content |
| <input type="checkbox"/> Written products | <input type="checkbox"/> 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

There are three main sections:

- 1. Argumentation**
- 2. Informational/explanatory**
- 3. Narrative**

Each section will include:

- TEKS/CCRS standards - the standards and skills 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

The first collection with more to come!

	Argumentation	Informational or Explanatory	Narrative
Definition	N/A	ELA, social studies, science, CTE, STEM, Electives	N/A
Description	N/A	ELA, social studies, science, CTE, STEM, Electives	ELA, social studies
Procedural-Sequential	N/A	social studies, science, CTE, STEM, Electives	ELA, social studies
Synthesis	N/A	ELA, social studies, science, CTE, STEM, Electives	N/A
Analysis	ELA, social studies, science, CTE, STEM	ELA, social studies, science, CTE, STEM, Electives	N/A
Comparison	ELA, social studies, science, STEM, CTE	ELA, social studies, science, STEM, CTE, electives	N/A
Evaluation	ELA, social studies, science, STEM, CTE	N/A	N/A
Problem/Solution	social studies, science, STEM, CTE	N/A	N/A
Cause/Effect	social studies, science	science, social studies	N/A

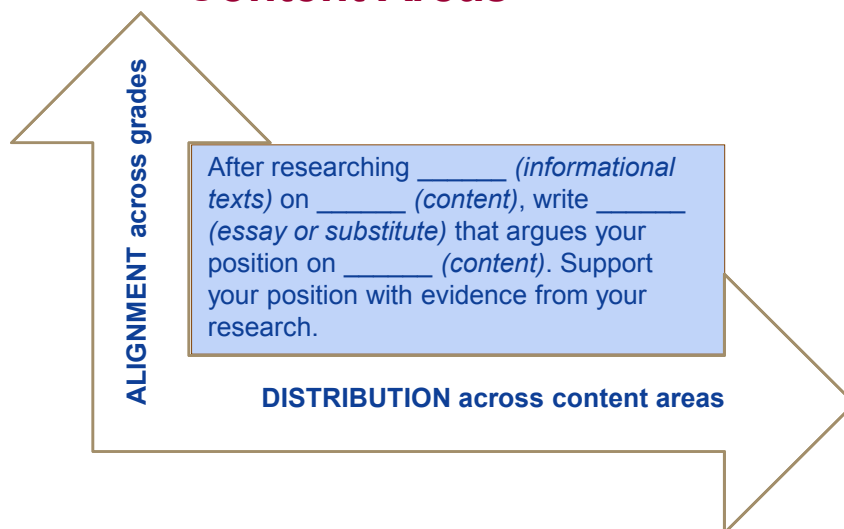
Template Task Rubrics

LDC template tasks use shared rubrics (scoring guides) to decide whether student work meets expectations. One scoring guide works for all argumentation tasks, another for all informational and explanatory tasks, and a third for the narrative tasks.

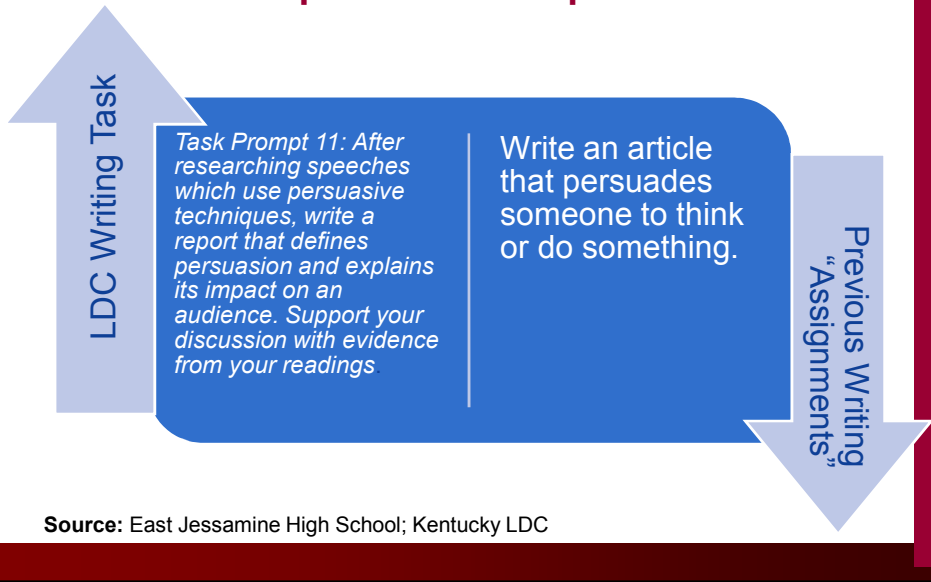
Shared rubrics support teacher collaboration across grades and subjects, including:

- Shared **scoring** to develop common expectations and language
- Joint **analysis of student work**
- Collaborative **planning** around instructional strategies and improvements

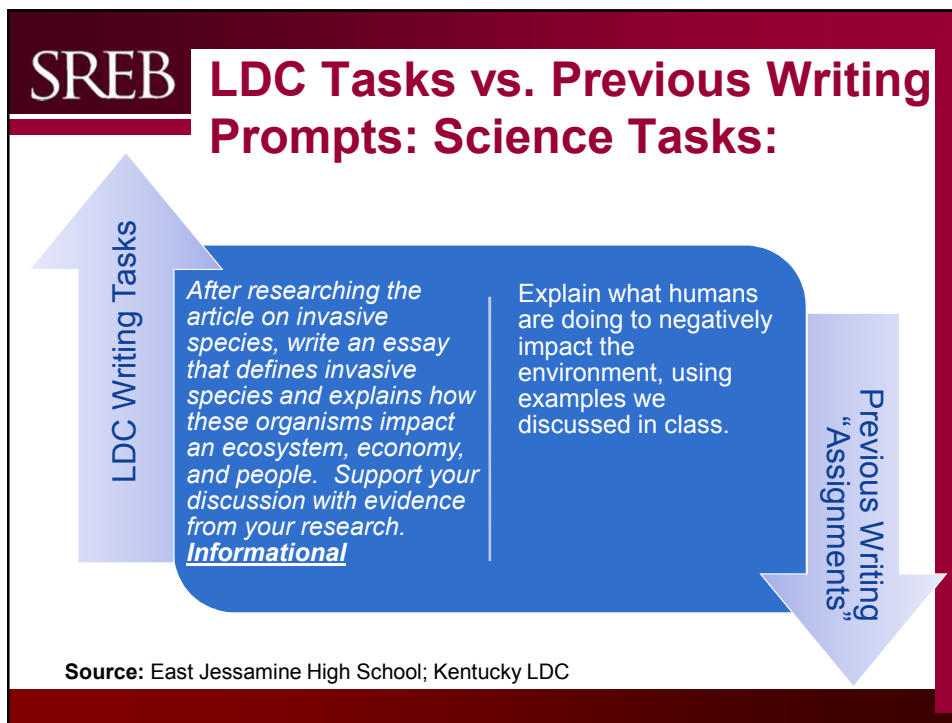
Connections Across Grade & Content Areas



LDC Tasks vs. Previous Writing Prompts: ELA Prompts



LDC Tasks vs. Previous Writing Prompts: Science Tasks:



LDC Tasks vs. Previous Writing Prompts: Social Studies Tasks:

LDC Writing Tasks

After researching primary and secondary sources on problems facing the United States in the 21st century, write a speech that identifies what you believe to be the biggest problem facing American society today and argues for a solution. L2 Be sure to examine competing views. L3 Give examples from past and current events or issues to illustrate and clarify your position.
Informational

Write a speech that discusses a problem facing America today. What are the possible solutions to this problem?

Previous Writing
"Assignments"

Source: East Jessamine High School; Kentucky LDC

Why Tasks?

"What determines what students know and are able to do is not what the curriculum says they are supposed to do, or even what the teacher thinks he or she is asking students to do. What predicts performance is *what students are actually doing.*"

City, Elmore, Fiarman and Teitel,
Instructional Rounds in Education

SREB Template Tasks

LDC template tasks are “shells” of assignments that ask students to **read**, **write**, and **think** about important academic content in science, social studies, English, or another subject.

- Typically, a major student assignment will be completed over **two** to **four weeks**.
- Teachers fill in those “shells,” deciding the **texts** students will read, the **writing** students will produce, and the **content** students will engage.

SREB Template Tasks

Template tasks come with rubrics for scoring students’ work and specifications of the TX State Standards and/or tasks from the Common Core Standards that the resulting tasks will address.

Some template tasks provide optional additions to the basic assignment, allowing teachers an additional way to vary the level of work students will create.

SREB Template Task 2

[Insert essential question] After reading _____ (literature or informational texts), write an _____ (essay or substitute) that addresses the question and support your position with evidence from the text(s). **L2** Be sure to acknowledge competing views. **L3** Give examples from past or current events or issues to illustrate and clarify your position.

LDC design team,
Template Task Bank

SREB Teaching Tasks

Teachers fill in the prompt, including:

- ★ The content of the task
- ★ Texts to read
- ★ Text students will write
- ★ Whether to use the L2 and L3 options to make the task more demanding

SREB Teaching Tasks

Teachers also decide on:

- ★ What background information about the teaching task should be shared with students
- ★ Which state or local standards the teaching task will address
- ★ Whether and how to use an extension activity with the teaching task

SREB Some Sample Tasks

To see how this works, consider examples of:

- ★ Template Task 2
- ★ Filled in three different ways by three different teachers
- ★ Content added to the template by teachers is red and underlined

P. 6-7 – Introduction to Construction

SCIENCE: Kentucky's Michelle Buroker

Do cell phones have the potential to impact our health in a negative way? After reading scientific sources, write a report that addresses the question and support your position with evidence from the texts. Be sure to acknowledge competing views and give examples from past or current events or issues to illustrate and clarify your position.

SOCIAL STUDIES: Oregon's Kathy Thiebes

By 1809, which party's goals had prevailed in American politics: the Federalists or the Democratic-Republicans? After reading primary source documents, write an essay that addresses the question and supports your position with evidence from the documents. Be sure to acknowledge competing views. Give examples from historical events to illustrate and clarify your position.

LANGUAGE ARTS: Georgia's Andrew Doman

Should we all be equal in every sense of the word? After reading Kurt Vonnegut's short story "Harrison Bergeron," write an essay that addresses the question and support your position with evidence from the text. Be sure to acknowledge competing views. Give examples from past or current events or issues to illustrate and clarify your position.

In the *LDC Guide for Teachers*, Appendix B shows the standards addressed by each template task, and Appendix C shows the tasks:

- ★ The main sections are argumentation, information/explanation, and narrative (matching CCR emphasis on these three kinds of writing)
- ★ The template tasks start either with an essential question or with “after researching)
- ★ They include templates for definition, description, procedural-sequential writing, synthesis, analysis, comparison, evaluation, problem-solution, and cause-effect

Instruction for those Skills

What Instruction?

The next step is to develop a mini-task for each skill, including:

- ★ A prompt for students to address
- ★ A product for students to create
- ★ A simple scoring guide
(meets expectations/not yet)

Skill and DefinitionNote-taking

Ability to select important facts and passages for use in one's own writing.

Product and PromptNotes

From each text, make a list of the elements that look most important for answering the prompt. Do what you need to do to avoid plagiarism.

Scoring (*Product "meets expectations" if it...*)

- Identifies relevant elements
- Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly).

Instructional Strategies

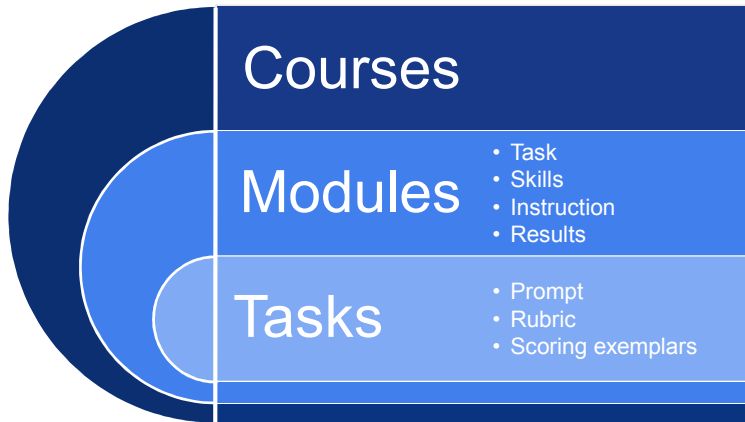
- Teach a sample format for note-taking.
- Check that early student work is in the assigned format (or in another format that gathers the needed information effectively).

Each mini-task is backed up by instructional strategies.

- Work with a partner and select a mini-task card from the choices at your table.
- Read the card and brainstorm instructional strategies you might use in your classroom to teach the skills embedded in the mini-task.
- Be prepared to share at your table.

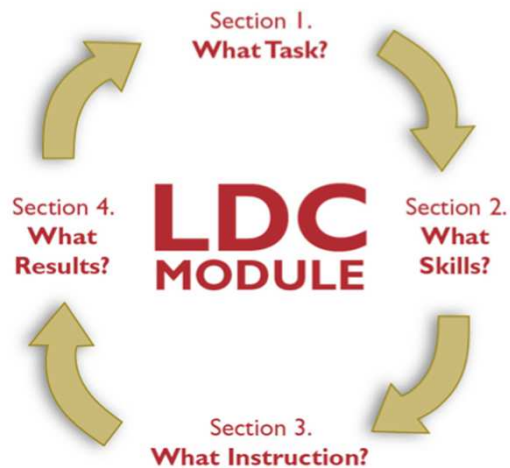
Modules

Modules wrap a teaching plan around the task.



Modules

A Complete Example



LDC: Module

Modules are for Sharing

Completed LDC modules can be shared from teacher to teacher, school to school, and state to state.

Having a common, clear design approach will allow teachers to search, study, use, and revise one another's teaching ideas.

LDC Introduction 68

SREB LDC Module Sections


- ★ Introductory information on the cover page
- ★ What Task?
- ★ What Skills? (design team sample answers)
- ★ What Instruction? (again, with sample answers)
- ★ What Results?
- ★ Supporting information can be added to help other teachers implement the design

LDC Introduction 69

SREB Module Section 1: What Task?

What task sets clear, measurable goals for learning?

- Practitioners select template
- State Standards are “hard-wired” in
- Practitioners add state/local content standards
- Practitioners “plug and play” to build teaching task
- Template Task connected to common rubric



Task 2 Template (Argumentation/Analysis L1, L2, L3): [Insert essential question] After reading _____ (literature or informational texts), write an _____ (essay or substitute) that addresses the question and support your position with evidence from the text(s). **L2** Be sure to acknowledge competing views. **L3** Give examples from past or current events or issues to illustrate and clarify your position.

SREB Module Section 2: What Skills?

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



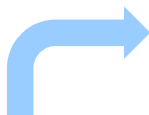
Practitioners identify, define and cluster the skills students need to complete the task

Skills Cluster 2: Reading Process

1. Reading “habits of mind”	Ability to select appropriate texts and understand necessary reading strategies need for the tank.
2. Essential Vocabulary	Ability to apply strategies for developing an understanding of a text(s) by locating words and phrases that identify key concepts and facts, or information.
3. Note-taking	Ability to read purposefully and select relevant information; to summarize and/or paraphrase.
4. Organizing	Ability to prioritize and narrow supporting information.

SREB Module Section 3: What Instruction?

How will students be taught to succeed on the teaching task?



- Practitioners establish the instructional plan—or instructional ladder—to teach students the skills necessary to succeed on the task
- Plan includes mini-tasks, scoring, instructional strategies

Skills Cluster 2: Reading Process

Skill: Essential Vocabulary: Ability to apply strategies for developing an understanding of a text by locating words/phrases that identify key concepts and facts

Mini-Task: In your notebook, identify key words or phrases as you read and define them denotatively and connotatively in context of the passage in the work you are reading. Add terms we identified as the “language of the discipline.”

Scoring Guide: Meets:

- Selects appropriate text(s) for task
- Creates a first draft of a bibliography (if applicable).
- Writes in readable prose.

Module Section 4: What Results?

How good is good enough?

- Practitioners share sample student work
- Practitioners select to create classroom assessments by using same template task
- Assessment connected to common rubric used for teaching task



CLASSROOM ASSESSMENT TASK
(OPTIONAL: MAYBE USED AS PRE-TEST OR POST-TEST)

Classroom Assessment Task

Do you believe that the federal minimum wage in America should be raised? After reading the article “Should the federal minimum wage be raised?”, write a short essay that addresses the question and supports your position with evidence from the texts. L2 Be sure to acknowledge competing views.

What undergirds the LDC strategy?

- Align with TX CCRS and State Standards
- Connect reading and writing instruction
- Make tasks central
- Distribute responsibility for teaching, reading and writing
- Use back-mapping
- Foster a responsive system
- Encourage local choice
- Strive to be teacher-friendly

Q/A and audience discussions

Please:

- Leave your name and e-mail if you'd like us to get back to you with more information on how to schedule LDC training
- Contact Scott Warren or Cory Duty at scott.warren@sreb.org or cory.duty@sreb.org
- Contact Steve Frank
[Steve.Frank@esc13.txed.net]

Thank You