



Introduction

The Priority Standards Map on page 2 represents the first step in LDC’s work with one district to audit their existing curriculum and identify a systematic approach to designing modules across disciplines and grade levels to:

- Reinforce common reading standards (in discipline-specific ways) across subjects in each quarter
- Provide a staircase of increasing complexity each year to develop college- and career-ready literacy skills over time
- Expose students to a range of writing modes and purposes

LDC worked with the district to identify priority reading standards and writing modes by cross-referencing existing district curriculum blueprints for ELA, social studies, and science. The science and social studies blueprints did not specify when and in what order literacy skills should be taught or how they should be used in conjunction with content. The LDC mapping process used what was already in the blueprints to determine logical connections across disciplines and sequences across quarters.

These decisions became starting points for teacher teams to design common modules by integrating the priority reading standard and writing mode for each quarter with high-leverage content and texts in their scope and sequence. This gave teachers a more coherent way to teach what they were already being asked to teach, with a boost in rigor and opportunities for authentic literacy in every subject.

This yearlong design process yielded a large set of common modules that teachers of the same course then used across classrooms and buildings (e.g., 8th Grade U.S. History, 3rd Grade Science, 9th Grade English). The table on pages 3–4 shows the distribution of modules designed in 2017–18 from these priority standards.

In year two, the district will continue design work to fill gaps in this map; meanwhile, teachers across classrooms and buildings are implementing the 2017–18 modules in cycles of reflective and collaborative practice, supported by LDC Learn content and the district’s newly certified LDC Coaches.



Sample District Priority Standards

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Grade 3	R 2 (Main Idea) IE Writing	R 6 (Point of View) Opinion Writing	R 3 (Development) IE Writing	R 9 (Cross-Text Analysis) Opinion Writing
Grade 4	R 2 (Main Idea) IE Writing	R 6 (Point of View) Opinion Writing	R 3 (Development) IE Writing	R 9 (Cross-Text Analysis) Opinion Writing
Grade 5	R 2 (Main Idea) IE Writing	R 6 (Point of View) Opinion Writing	R 3 (Development) IE Writing	R 9 (Cross-Text Analysis) Opinion Writing
Grade 6	R 2 (Main Idea) IE Writing – Research	R 8 (Analyze Arguments) Argument Writing	R 3 (Development) IE Writing	R 9 (Cross-Text Analysis) Argument Writing
Grade 8	R 2 (Main Idea) IE Writing – Research	R 8 (Analyze Arguments) Argument Writing	R 4 (Language) IE Writing	R 3 (Development) Argument Writing
Grade 9-10	R 3 (Development) and/or R 5 (Structure) IE Writing	R 8 (Analyze Arguments) Argument Writing	R 4 (Language) and/or R 2 (Main Idea) IE Writing	R 6 (Point of View) IE Writing
Grades 11-12	R 8 (Analyzing Arguments) and/or R 3 (Development) Argument Writing	R 4 (Language) and/or R 2 (Main Idea) IE Writing	R 3 (Development) and/or R 6 (Point of View) IE Writing	R 5 (Structure) and/or R 7 (Integrate Information) IE Writing



		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Grade 3		R 2 (Main Idea) IE Writing	R 6 (Point of View) Opinion Writing	R 3 (Development) IE Writing	R 9 (Cross-Text Analysis) Opinion Writing
		The Giving Tree (ELA)	Civic Virtues (SS)	Hurricanes Matter! (Sci)	
Grade 4		R 2 (Main Idea) IE Writing	R 6 (Point of View) Opinion Writing	R 3 (Development) IE Writing	R 9 (Cross-Text Analysis) Opinion Writing
		Theme in Robin Hood (ELA)	Battle of Olustee (SS)	States of Matter - Water (Sci)	Comparing the Calusa and Tequesta Native American Indians (SS)
Grade 5		R 2 (Main Idea) IE Writing	R 6 (Point of View) Opinion Writing	R 3 (Development) IE Writing	R 9 (Cross-Text Analysis) Opinion Writing
		Forces and Motion (Sci)	Flipped Point of View (ELA)	Reasons for Exploration (SS)	
Grade 6		R 2 (Main Idea) IE Writing – Research	R 8 (Analyze Arguments) Argument Writing	R 3 (Development) IE Writing	R 9 (Cross-Text Analysis) Argument Writing
	ELA	Fears/Phobias	Women’s Rights Speeches	Analyzing the Development of Theme through Pivotal Moments	
	Science				
	H/SS	Arguing Egypt's Greatest Achievement	Mongol Expansion	Influence of Alexander the Great	Chinese Dynasties & Their Impact
Grade 8		R 2 (Main Idea) IE Writing – Research	R 8 (Analyze Arguments) Argument Writing	R 4 (Language) IE Writing	R 3 (Development) Argument Writing
	ELA	Culture and Belonging	Critiquing an Argument	How Word Choice Impacts Meaning and Tone	Betrayal in Literature
	Science				



	H/SS	Colonial Impact on Native American Population	The Declaration of Independence	The Declaration of Independent Sentiments	Historical Reflections on the Second Great Awakening
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Grades 9-10		R 3 (Development) and/or R 5 (Structure) IE Writing	R 8 (Analyze Arguments) Argument Writing	R 4 (Language) and/or R 2 (Main Idea) IE Writing	R 6 (Point of View) IE Writing
	ELA	Building Ideas & Making Connections: "Monkey See, Monkey Do" How Authors Use Structure to Develop Ideas (<i>Intensive Reading</i>)	Evaluating Arguments: First Amendment Evaluating Arguments in Presidential Speeches	Character Analysis in Macbeth Complex Characters in Romeo and Juliet Character & Theme in The Necklace (<i>Intensive Reading</i>)	Night Literary Analysis Analyzing "The Open Window" (<i>Intensive Reading</i>)
	Science	Murder She Wrote: The Scientific Method in Action	Effectiveness of the Periodic Table	Gravimetric Analysis of Metal Carbonate Food Webs	Human Evolution
	H/SS	Models of Political Sovereignty and their Effectiveness: 1648-1815	Globalization: Characteristics and Consequences	Atlantic Revolutions Comparing and Contrasting Cultural Exchanges in Post-Classical Networks	
Grades 11-12		R 8 (Analyzing Arguments) and/or R 3 (Development) Argument Writing	R 4 (Language) and/or R 2 (Main Idea) IE Writing	R 3 (Development) and/or R 6 (Point of View) IE Writing	R 5 (Structure) and/or R 7 (Integrate Information) IE Writing
	ELA	Evaluating Multiple Interpretations of Shakespearean Text: Shrew or Suppliant?	Poetry Analysis: Whitman and Hughes	Rhetorical Analysis: A Modest Proposal	Symbolism in The Great Gatsby
	Science & CTE		Phonological Awareness for Preschoolers (CTE: <i>Early Childhood Education</i>)	Teaching Preschool Mathematics (CTE: <i>Early Childhood Education</i>)	
	H/SS				