ldc task development basics

This one-page organizer summarizes how LDC tecahing tasks are created.

1. Choose Your Template Task

Your template task can:

- Be argumentation, informational or explanatory, or narrative.
- Use an essential question or an "after researching" task.
- Call for students to develop a definition, a description, a procedural-sequential piece, a synthesis, an analysis, a comparison, an evaluation, a problem-solving piece, or a discussion of cause and effect.

2. Choose Your Topic

Your choice should:

- Address a major issue in your discipline (big enough to be a good investment of 2 to 4 weeks of class time).
- Fit the state and local standards for which you are responsible.
- Make sense as a subject to teach during the weeks you are planning to schedule this task.

5. Create Your Teaching Task

Your prompt should:

- Use the exact wording of the template.
- Use your topic, reading texts, and writing text choices to fill in the blanks and brackets.
- Be both challenging and feasible for students, with a balance of reading demands and writing demands that works well for the intended grade and content.
- Require sustained writing and effective use of ideas and evidence from the reading texts.
- Be built out for students by adding introductory background statement and ending with extension if applicable.

3. Choose Texts Students Will Read

Your choices should:

- Address your topic.
- Be short enough to allow close reading and careful analysis.
- Use and develop academic understanding and vocabulary.
- Where possible, include models of the kind of text students will be writing.

Or, you can specify a topic and assign students to research the issue to select texts that address the issue.

4. Choose Texts Students Will Write

Your choice should:

- Be a good fit for your topic, template task, and students.
- Where possible, resemble writing students may need to do in adult life (for example, make an argument in a letter to the editor, or explain a process in a memo to a colleague.)