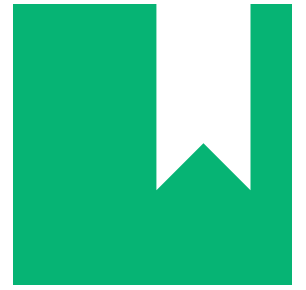


CARNEGIE
LEARNING



CLEAR Literacy™

Lenses on Literature™ 2024

Think critically. Read joyfully. Write confidently.



6-12 Core Literacy Solution

Program Overview

Welcome to *Lenses on Literature*

Lenses on Literature is a comprehensive, digital-first English Language Arts curriculum for grades 6–12. High-quality and standards-driven, *Lenses* is designed to engage all students in authentic and rigorous grade-level literacy assignments and experiences.

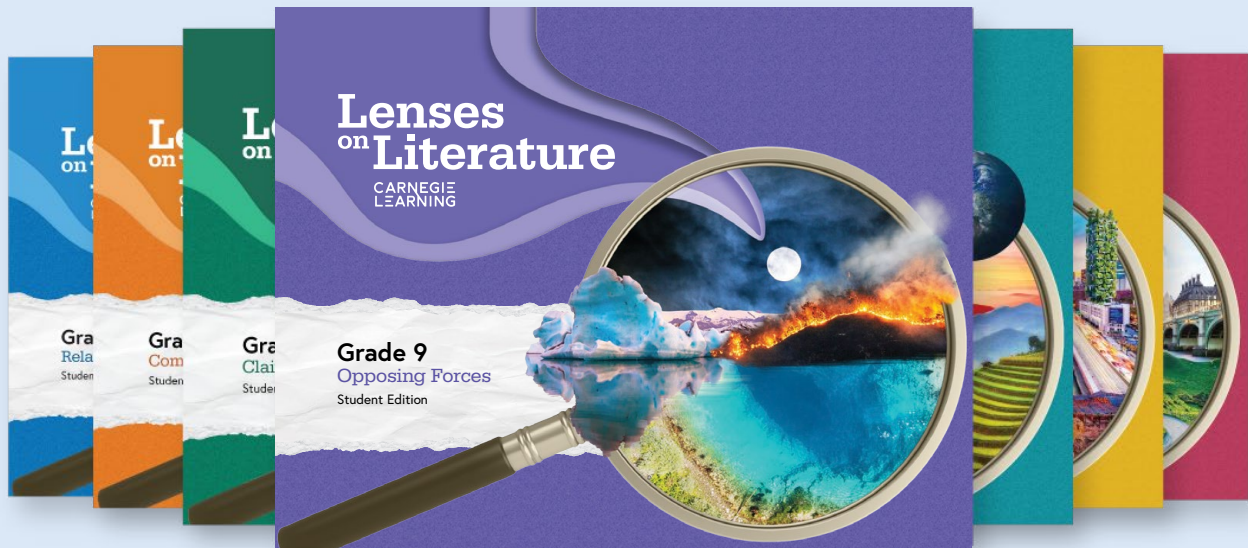
With this goal in mind, *Lenses*' research- and efficacy-backed journey offers equitable access to the knowledge, skills, and competencies learners need to engage with diverse, complex texts and complex tasks. Ultimately, students will be set up to succeed as engaged local and global citizens.

Designed for student and educator development, instructional materials include embedded professional learning to intentionally advance educators' skills, support their growth, and ensure each learner's success.

Think critically. Read joyfully. Write confidently.

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The *Lenses on Literature* difference

All means all

All learners can experience engagement and joy in rigorous, complex thinking. *Lenses on Literature* includes tools to support all readers in reading, writing, and thinking processes, embedding them in a unique and powerful task-driven instructional sequence. With a driving purpose to guide them, students engage with complex texts multiple times, drawing from knowledge-building texts and genre exemplars in order to apply new knowledge and develop their understanding and analysis.

Proven radical growth

Lenses on Literature makes a curricular guarantee—radical, research-backed growth. Across 15 years of research and field testing with expert partners, the results from 100,000 educators and 2.4 million students are undeniable. Students who experience the task- and standards-driven model make significant learning gains year over year, gaining 4 to 9 months of additional learning in one school year when compared to matched peers.

Intentional educator learning

Progress for learners and educators is our mission. *Lenses on Literature* takes a new stance on continuous growth: that educators deserve just as much support in their development as students do. Our curriculum is intentionally designed to support educators' professional development by weaving in learning opportunities at the most relevant points of use. Our model is laser-focused on supporting educators in building discipline-specific knowledge and skills to best support students.

Student experience and materials

Students embark on a purposeful journey through each unit, engaging with digital and print materials that offer:

A dynamic digital experience

- All text selections, student activities, and assessments
- Seven levels of built-in, student-facing scaffolds
- Multilingual supports for engaging with texts and activities

A streamlined, consumable student edition

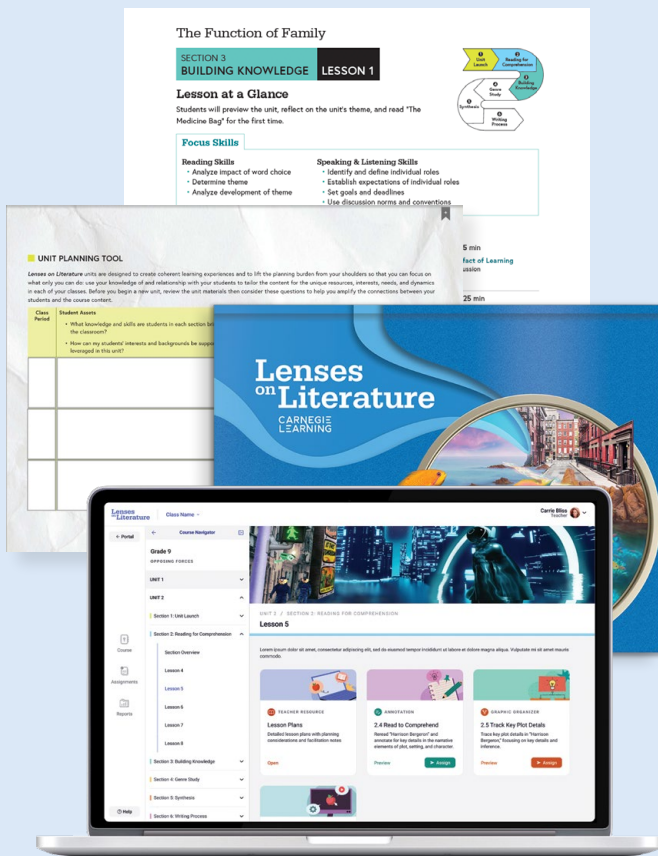
- All Anchor texts as well as select Building Knowledge and Genre Study texts
- Texts in landscape format with space for annotation and multiple interactions
- Activities for brainstorming, planning, reflecting, and writing
- Rubrics for final writing products



Educator experience and materials

Educator materials help teachers seamlessly implement our rigorous, task-driven curriculum and reach readers of all levels. These print and digital materials include:

- **Teacher Implementation Guides** with unit planning, launch materials, and targeted educator support.
- **Assessment tools** to measure complex reasoning and provide ongoing formative feedback.
- **Detailed and flexible lessons** that identify focus skills, artifacts of student learning, planning considerations, facilitation steps, and responsive teaching moves.
- **Easy-to-use scoring guides** to help monitor learning and adjust instruction as needed.
- **Digital scaffolds and differentiation** to support all learners in engaging with grade-level texts..
- **Point-of-use professional learning content** focused on supporting educators in building discipline-specific knowledge and skills to best support students.
- **Novel Study Lesson Plans** for incorporating theme- or genre-aligned full-length works.



Purposefully sequenced structure

Lenses on Literature is intentionally designed to teach the critical skills, knowledge, and thinking structures students need in order to understand and evaluate information and communicate their own knowledge and perspectives.

Each unit centers on a journey, initiated by a **Driving Task Prompt**. This element provides students with a specific purpose for reading and writing about complex texts, culminating with each unit's final writing product. A color-coded **Journey Tracker** aids students and educators in tracking their progress from reading to analysis to synthesis to writing.



Driving Task Prompts and Focus Skills

DRIVING TASK PROMPT

After reading multiple texts featuring villains, write and present a definition paper in which you define *villain*, drawing from implicit and explicit definitions explored throughout the texts in this unit. Refer to at least two specific cases to support your definition.

Section Focus Skills

- Reading Skills**
 - Generate questions
 - Draw inferences
- Speaking & Listening Skills**
 - Exchange ideas
- Writing Skills**
 - Analyze the task
 - Generate additional questions

Unit Focus Skills

- Reading Skills**
 - Analyze perspective
- Speaking & Listening Skills**
 - Develop and organize ideas in a presentation
 - Use voice and body to enhance presentation
 - Integrate multimedia components in a presentation
- Writing Skills**
 - Write informational or explanatory texts
 - Address audience and purpose
 - Develop ideas
- Language Skills**
 - Verb mood and voice

The **Driving Task Prompt** sets the purpose for the entire unit through the unit's Focus Skills. Students see and break down the demands of the prompt at the beginning of the unit so they have a clear understanding of why they're working on each task.

Focus Skills cover the four domains: Reading, Writing, Speaking & Listening, and Language. These skills inform the lesson plan sequence and pacing, anchor student assessments, and serve as the criteria for monitoring student progress against an analytic rubric. Focus skills are the heart of the unique *Lenses on Literature* model.

Intentional text selections

By offering engaging texts and centering diverse, contemporary voices, *Lenses on Literature* provides opportunities for all students to form meaningful identities as readers who enjoy, understand, analyze, and use texts for a wide variety of purposes. In *Lenses*, students always read with purpose. Rather than being organized solely by theme or genre, texts are selected to play specific roles in supporting students' successful responses to the unit's Driving Task Prompt.

<p>Anchor Texts are the heart of the Driving Task Prompt. Students read texts multiple times for explicit and implicit comprehension, applying new contextual and genre knowledge.</p>	<p>Building Knowledge texts provide historical, cultural, and/or conceptual context to illuminate the content of the Anchor Text and include informational, literary, and creative nonfiction works.</p>	<p>Genre Study texts highlight the craft of the Anchor Text—its structure, literary or rhetorical devices, archetypes, tropes, and themes—allowing students to practice the unit's focus skills.</p>
Selected texts from Grade 9, Unit 4		
<ul style="list-style-type: none"> • Lather and Nothing Else by Hernando Téllez <p><i>Ask your account team about the Table of Contents Brochure.</i></p>	<ul style="list-style-type: none"> • From Voldemort to Vader, Science Says We Prefer Fictional Villains Who Remind Us of Ourselves by Association for Psychological Science 	<ul style="list-style-type: none"> • The Tell-Tale Heart by Edgar Allan Poe • The Possibility of Evil by Shirley Jackson

Disciplinary texts and writing products

Lenses on Literature engages students in deep reading and analysis of texts in order to craft discipline-specific ELA writing products. These final writing products are purposefully linked to each Anchor Text's genre, allowing students to hone target Focus Skills, synthesize and discuss their analyses, and produce original thinking and writing in response to rich, diverse texts.

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
6	Anchor Text Genre	Poetry	Short Story	Short Story & Informational Text	Informational Text	Creative Nonfiction	Short Story
	Writing Product	Poetry Collection	Literary Analysis	Comparative Analysis	Proposal	Rhetorical Analysis	Short Story
7	Anchor Text Genre	Play	Short Story	Op-Ed	Short Story	Speech	Informational Text
	Writing Product	Annotated Scene	Literary Analysis	Evaluation	Short Story	Rhetorical Analysis	Multimodal Research Report
8	Anchor Text Genre	Short Story	Short Story	Short Story	Poetry	Short Story	Op-Ed & Speech
	Writing Product	First-Person Narrative	Literary Analysis	Argumentative Essay	Literary Analysis	Multimodal Explainer	Call to Action
9	Anchor Text Genre	Short Story	Short Story	Letter	Short Story	Short Story	Philosophical Dialogue
	Writing Product	Short Story & Writer's Memo	Literary Analysis	Rhetorical Analysis	Definition Paper	Literary Analysis	Scripted Dialogue
10	Anchor Text Genre	Personal Essay	Poetry	Short Story	Video	Short Story	Myth
	Writing Product	Rhetorical Analysis	Literary Analysis	Argumentative Essay	Multimodal Research Presentation	Synthesis Essay	Origin Story
11	Anchor Text Genre	Speech	Essay	Speech	Article, Interview & Video	Short Story	Foundational Documents
	Writing Product	Rhetorical Analysis	Explanatory Analysis	Argumentative Essay	Author Study	Comparative Literary Analysis	Original Literary Work
12	Anchor Text Genre	Sonnet	Satirical Essay	Epic Poem	Speech & Essay	Play	Short Story
	Writing Product	Literary Analysis	Rhetorical Analysis	Reimagining of a Scene from an Epic	Rhetorical Essay or Speech	Expository Essay	Argumentative Essay



All students can experience engagement and joy in rigorous, complex thinking.

All means all

Responsive scaffolding and differentiated instruction

Differentiated instruction in *Lenses on Literature* supports educators in gathering evidence of student learning and adapting to provide instruction that directly responds to that data. Because not every student needs the same instructional support, *Lenses* offers seven **Levels of Support** that educators can assign based on assessment data, observation, and students' individual learning needs. Built-in supports can be adjusted activity by activity and range from light scaffolds to intensive multilingual support.

Activity and text supports

Levels of Support allow all students to engage in the same complex texts to complete the same grade-level tasks.

Lenses prioritizes activity and text supports that do not alter the Anchor Text, instead utilizing leveled informational texts as appropriate to boost student comprehension and build knowledge.

Accessibility Measures	Audio support for all texts
Frontloading	Text summaries Text summaries in home language
Text Support	Embedded annotation cues Leveled versions of informational texts
Vocabulary Support	Additional glossed terms in texts Synonyms Translated definitions Cognates in the home language Pictures with glossed terms
Graphic Organizer & Constructed Response Support	Editable sentence frames Partial response provided
Activity Instruction Support	Rephrased/simplified instructions Additional substeps Comprehension support activities





Radical growth and undeniable results

Lenses on Literature evolved out of a central question: how can we design instruction from the assumption that every student can read, think, and write creatively and confidently about rich and complex ideas using complex, grade-level texts?

To find the answer, educators and experts across 40+ states joined to form the Literacy Design Collaborative¹, and proved that this is possible for all students.

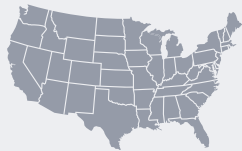
¹ <https://ldc.org/>

The *Lenses* instructional model is proven effective by...



15 years

of design and prototype testing



940+

districts



100,000+

educators



2.4+ million

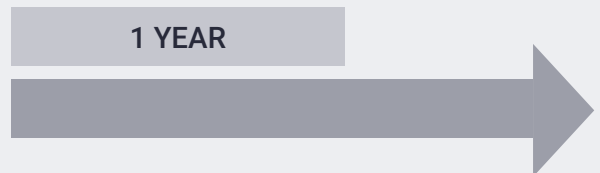
students



Visit our product website to learn more about the astounding results of a 5-year UCLA study in two of the largest U.S. school districts.

www.carnegielearning.com/lenses

1 YEAR

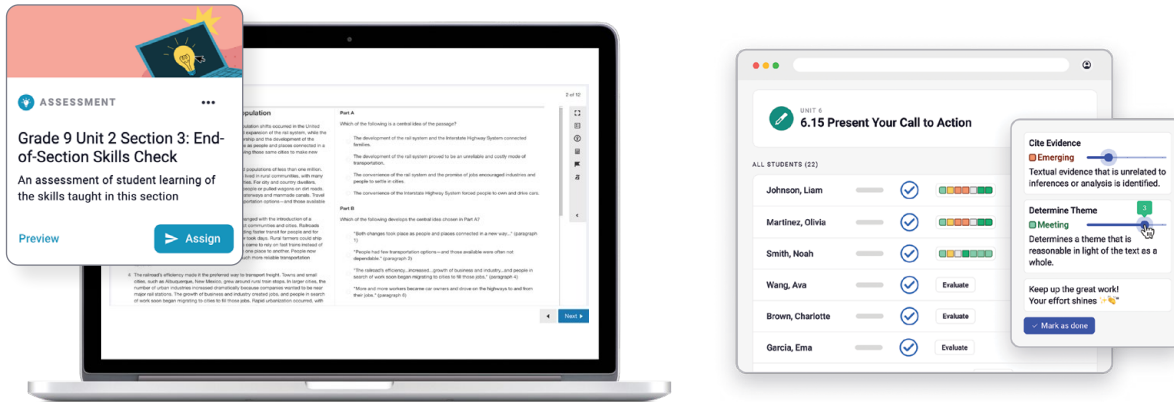


4-9 months

of additional learning achieved per year

Meaningful formative and summative assessment

Lenses on Literature incorporates assessment opportunities throughout each unit to give educators and students a window into standards progress during the school year. Each unit is structured to provide educators and students with multiple forms of data to monitor students' progress with practicing and mastering the unit focus skills.



Embedded formative assessment

Ongoing formative assessment activities—with prompts, products, and scoring guides—provide authentic opportunities for students to demonstrate progress with focus skills in open-ended tasks.

End-of-section and end-of-unit skills checks

Periodic skills checks offer insights about student skill development using short passages and selected-response or other technology-enhanced item types as seen on high-stakes assessments.

Performance assessment: The end-of-unit writing product

Final writing products assess each unit's focus skills for writing, reading, and language, according to a product-specific, multidimensional rubric. In a school year, students write in all three major writing modes, with an increasing focus on argumentation as they move through grades 6–12.

Nationally validated rubrics

Lenses on Literature units utilize unique Stanford Center for Assessment, Learning, and Equity (SCALE) analytic rubrics. Designed to align with the skills in a task-driven prompt, these rubrics were developed, field-tested nationally with the *Lenses* prototype, and refined specifically for use with the *Lenses* instructional model. These rubrics serve as the measure for ongoing, embedded formative assessment at the activity level and are used to score students' end-of-unit writing products.

Educators use these same rubrics in professional learning to unpack the demands of grade-level focus skills, calibrate to the same scoring criteria for student work, and learn to make adaptive decisions when providing students with differentiated scaffolding and instruction.

GRADE 6, UNIT 2 LITERARY ANALYSIS RUBRIC

DRIVING TASK PROMPT

After reading "The Medicine Bag," write a literary analysis in which you explain how a theme is developed through the interactions of family members in the story. In your analysis, discuss how specific sentences and paragraphs convey Martin's complex relationship with his family. Support your analysis with evidence from the text.

Scoring Elements	Emerging 1	Approaches Expectations 2	Meets Expectations 3
Analyze Development of Theme	Discusses theme or topic with limited reference to textual details. Connections between details and theme are minimal or superficial.	Makes general connections between textual details and theme. Explanation of the connection between details and theme is sometimes vague, illogical, or unclear.	Provides a reasonable explanation of how textual details convey theme.
Analyze How Parts Contribute to the Whole	Describes specific sections of a text without discussing their relationship to overall structure. Provides inaccurate explanation of how specific sections of a text contribute to theme, setting, or plot.	Provides a general or partial explanation of how specific sections contribute to the development of theme, setting, or plot.	Provides a reasonable explanation of how specific sections contribute to the development of theme, setting, or plot.
Supply Evidence	Includes minimal details from sources.	Includes details, examples, and/or quotations from sources that are relevant to the controlling or supporting ideas.	Includes details, examples, and/or quotations from sources that effectively develop or illustrate the controlling and supporting ideas.

Progress for students and educators is our mission

Lenses on Literature field testing confirms what educators have long known: professional learning grounded in the adopted curriculum and designed to support content-specific instructional skills leads to strong and sustained student growth.

Lenses is driven by the belief that all students can and deserve to build knowledge from complex, grade-level content every day and that all educators deserve ongoing professional learning to facilitate this experience. To support educators in developing targeted instructional skills, *Lenses* includes professional learning content embedded in the daily instruction of each unit. With curriculum-aligned professional learning content, educators can expect to do the following:

Grow as a content expert

Build ELA-specific pedagogical knowledge with embedded insights, videos, and protocols that explore:

- Why we read specific texts.
- How to support students in accessing specific texts.
- ELA-specific writing products and genres and how they are defined.
- What grade level standards and skills look like in student learning.

Elevate their formative assessment approach

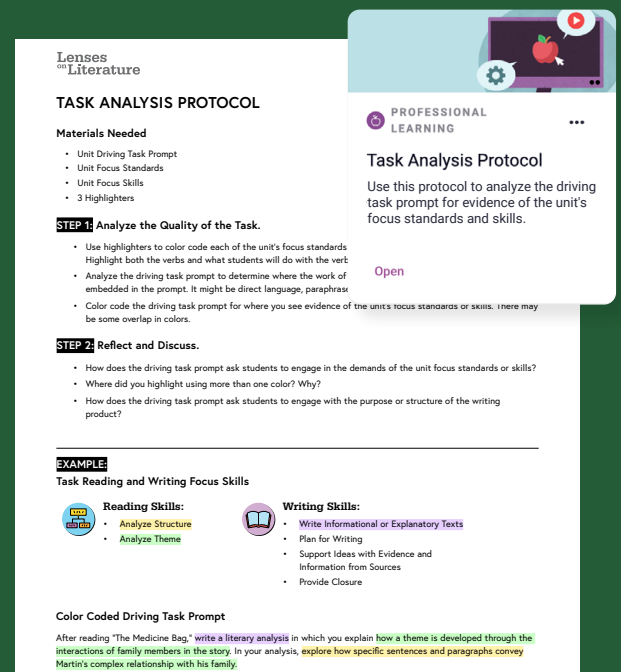
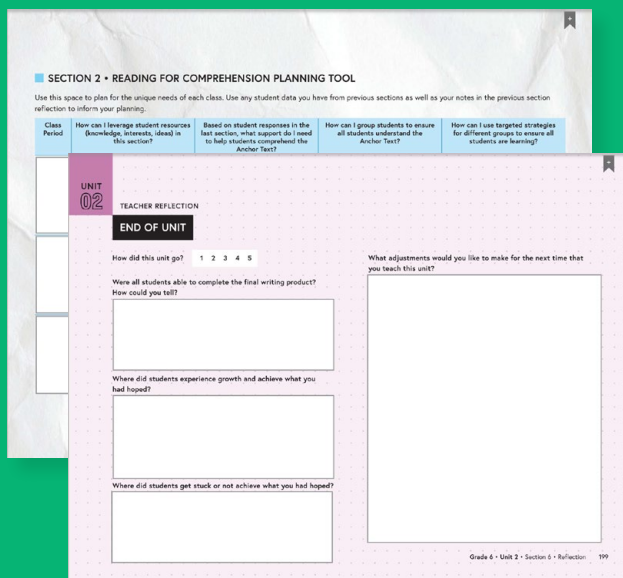
Learn new ways to analyze standards and skills in student work, such as:

- Using analytic criteria to formatively assess daily student work.
- Equitable and constructive ways to score student writing products.
- Ways to provide meaningful feedback based on scoring.

Refine their differentiation skills

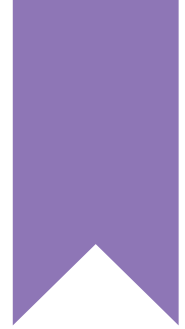
Educators help all students feel the thrill of success by learning about evidence-backed strategies to differentiate learning, including:

- Targeted differentiation through levels of support.
- Effective, responsive teaching moves.
- Metacognitive reflection for students.



Professional learning that grows with educators

Never static, always evolving—just like you. Year by year, *Lenses on Literature* embeds professional learning to build instructional expertise with progressive and purposeful work.



	Implementation Focus	Instructional Focus Areas	Collaborative Planning Focus
Year 1	Grade-Level Content and Tasks and Data-Driven Instruction	Recognizing Standards in Tasks and Student Work	Task and Student Work Analysis
Year 2	Grade-Level Instructional Sequences and Formative Assessment	Recognizing Standards and Tasks in an Instructional Sequence and Conducting Formative Assessment	Lesson and Unit Internalization; Formative Assessment Analysis
Year 3	Data-Driven Instruction and Practices for Continuous Improvement	Responding to Patterns in Student Work	Pattern Recognition Analysis; Responsive Differentiated Instruction

In-person professional learning workshops

We know that implementing a new curriculum isn't easy, so we're ready to partner with you at every step. Get the most out of *Lenses on Literature* while simultaneously building instructional expertise with professional learning workshops.

Our launch workshops prepare educators to:

- Guide students through knowledge building to the final writing product.
- Follow *Lenses* unit study cycles focused on analyzing tasks and student work.
- Identify grade-level focus standards and skills in a literacy task prompt.
- Recognize the link between focus standards and students' writing products.
- Connect a unit's activities to its focus standards and skills, text types and purposes, and product structure.



Don't just take it from us

Educators believe in our unique, research-proven model. See what they have to say about their experiences field testing with Literacy Design Collaborative instructional resources—the structure behind *Lenses on Literature*—and the impact on students and teachers.



“If you are clear in your specific expectations and in your task and the purpose of what you’re learning, everything else kind of falls into place, so they get more engaged as students, they’re excited and curious learners.”

- Sarah Moser, 6th grade educator

“Students move through a process towards sifting the information and then toward using the information to support their own assertion.”

- Gary McCormick, Literacy Design Collaborative Partner

“They proved to me that they had learned a lot. That they were able to discuss these issues, the good and the bad... the conversation just kept growing and growing.”

- Sara Ballute, 10th grade educator

“It puts these pedagogical tools in [educators’] hands and enables them to share information, share best practices in a way that really promotes leadership.”

- Patricia Mitchell, Principal

“When you plan tasks, activities, and questions that require kids to think, they will take to it, and they will think.”

- Kiri Soares, Principal



Explore *Lenses on Literature*:
www.carnegielearning.com/lenses

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