CARNEGIE
LEARNING

CLEAR Literacy®

Lenses on Literature®

Think critically. Read joyfully. Write confidently.

Welcome to *Lenses on Literature*

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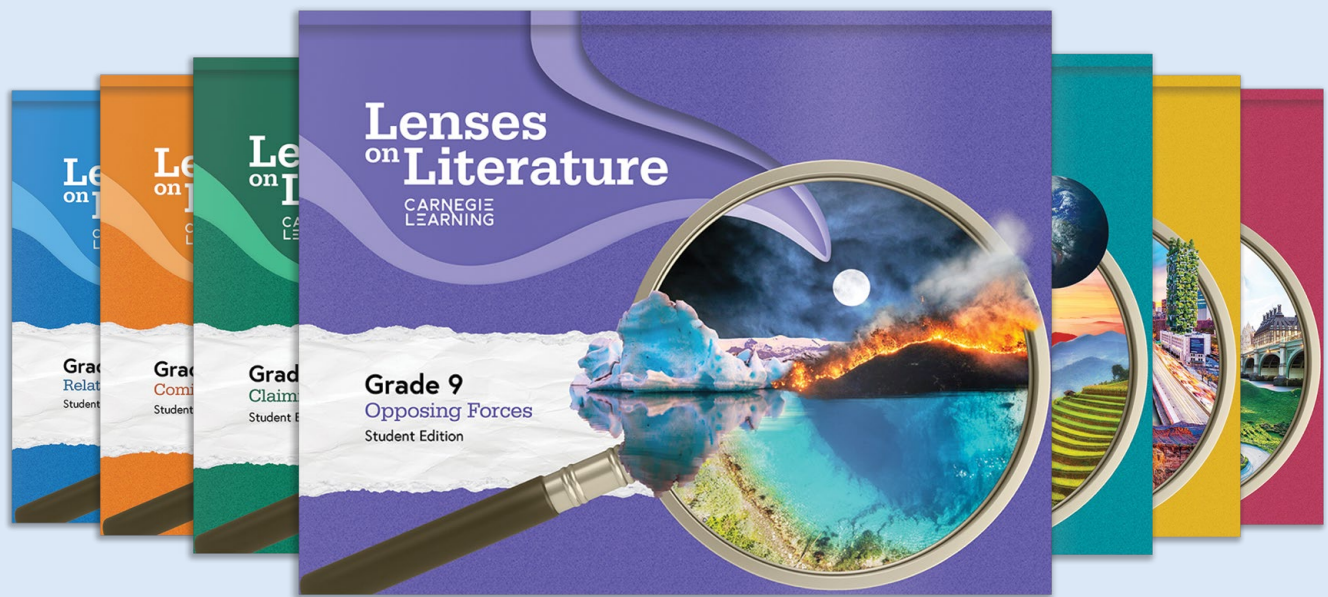
With this goal in mind, *Lenses'* research- and efficacy-backed journey offers equitable access to the knowledge, skills, and competencies learners need to engage with diverse, complex texts and complex tasks. Ultimately, students will be set up to succeed as engaged local and global citizens.

Designed for student and educator development, instructional materials and implementation support 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.

Intentional teacher and leader support

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. *Lenses* is designed to support educators' professional development by weaving in curriculum-aligned learning opportunities and targeted workshops during the implementation. Our model is laser-focused on supporting educators in building discipline-specific knowledge and skills to best support students.

Proven student growth

Lenses on Literature makes a curricular guarantee—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.

Student experience and materials

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

- A vibrant and engaging print student edition in a unique landscape format.
- Extensive print space for annotation and interaction with unit texts and activities.
- Built-in, student-facing scaffolds ensuring all students can access grade-level tasks and texts.
- Multilingual supports for engaging with texts and activities, available in 10+ languages.
- SCALE* rubrics for student performance benchmarking, reflection, peer feedback, and self-evaluation.

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:

- Comprehensive print Teacher Editions with unit and section overviews, the sequence of instruction and pacing, and all daily lesson plans.
- Detailed and flexible daily lesson plans that identify focus skills, artifacts of student learning, planning considerations, multilingual learner language goals, facilitation steps, and responsive teaching moves.
- Assessment tools to monitor learning, measure complex reasoning, provide ongoing formative feedback, and adjust instruction as needed.
- SCALE Rubrics with progressive standards for progress monitoring, instructional decision-making, and formative and summative performance assessment.
- Digital scaffolds and differentiation available at multiple levels to support all learners in engaging with grade-level texts and tasks.
- Point-of-use implementation support focused on helping educators build discipline-specific knowledge and skills to best support their students.
- A Novel Study Lesson Plan Library with over 200 titles, offering educators options for incorporating theme- or genre-aligned full-length works.
- Additional teacher resources: Adapt & Extend resources for every unit, new Grammar & Language Toolkits, the complete Anchor Strategy Library, and unit-level Home Support communication tools.

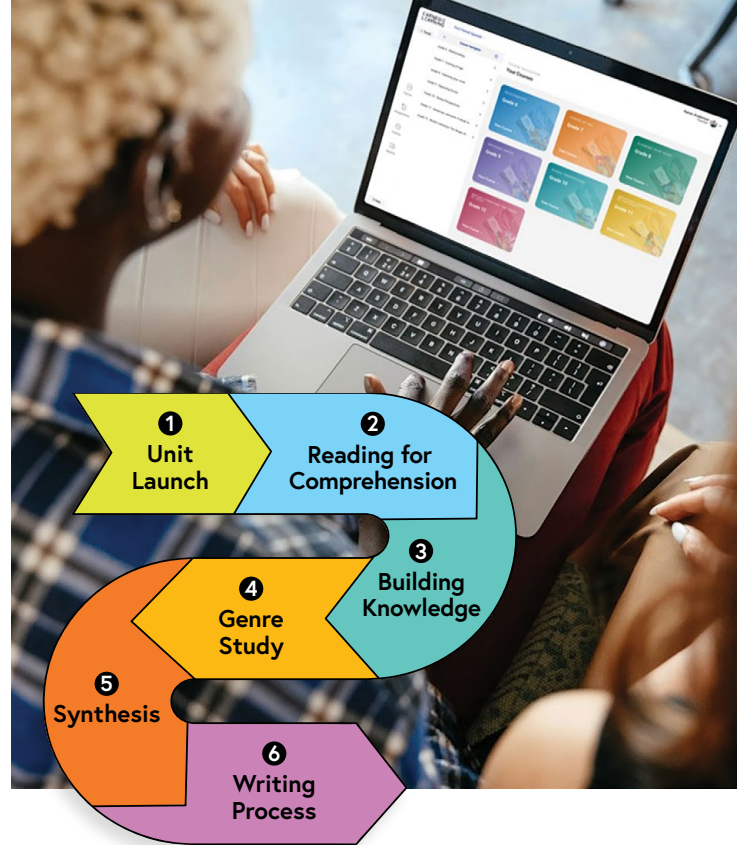*Stanford Center for Assessment, Learning, and Equity*
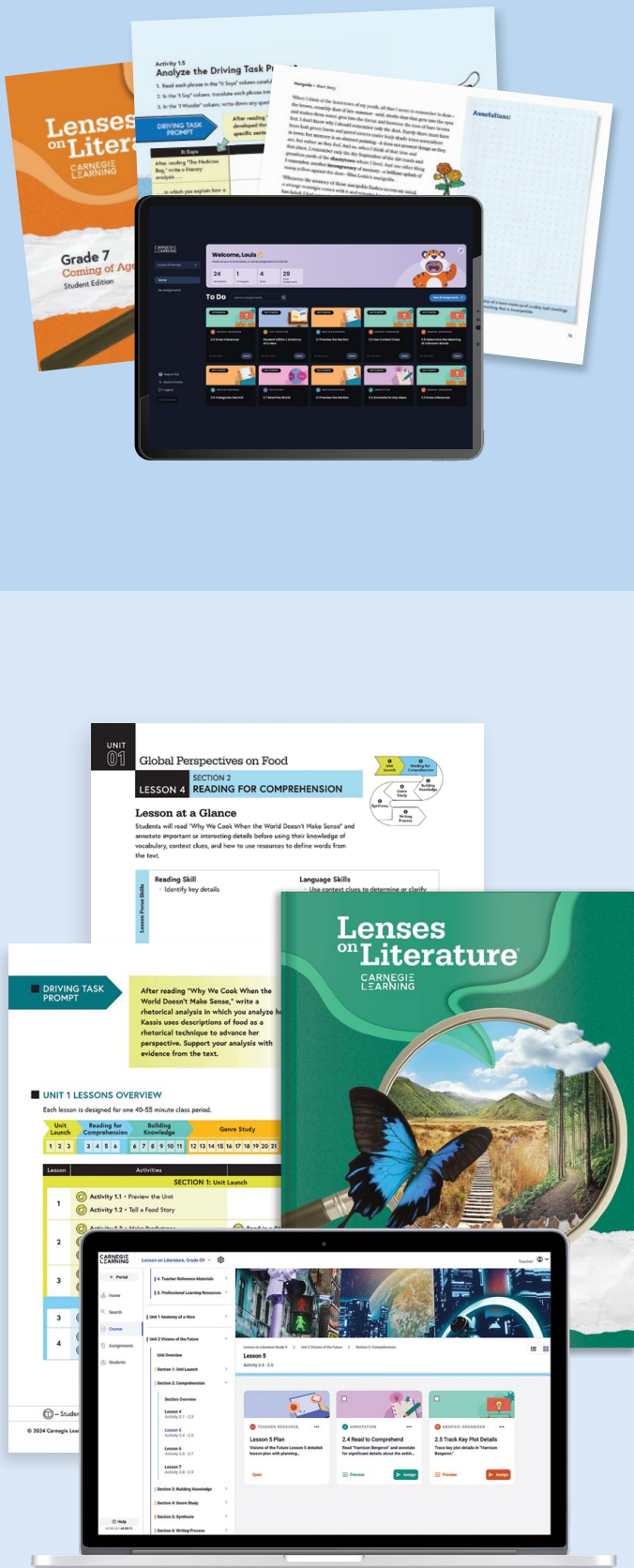
Purposefully sequenced structure

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.

❶ Unit Launch
❷ Reading for Comprehension
❸ Building Knowledge
❹ Genre Study
❺ Synthesis
❻ Writing Process

Driving Task Prompts and Focus Skills

UNIT DRIVING TASK PROMPT

After researching the dystopian genre and historical context of "Harrison Bergeron" by Kurt Vonnegut, write a literary analysis in which you analyze how Vonnegut's structural choices (such as the use of parallel plots and contrasting character experiences) develop social commentary on how societies pursue equality or improvement. Support your analysis with evidence from the text.

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.

UNIT FOCUS SKILLS

Reading Skills
• Determine theme
• Analyze development of theme
• Analyze text structure

Writing Skills
• Write informational or explanatory texts
• Introduce ideas and set context
• Support ideas with evidence and information from sources

Speaking and Listening Skills
• Advance discussion through questioning and response
• Evaluate spoken arguments

Language Skills
• Sentence types
• Style and tone
• Word relationships

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.

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.

Ask your account team about the Table of Contents Brochure.

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.

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.

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.

In the *Lenses* writing process, grammar and vocabulary are not taught in isolation—they are embedded as essential, interconnected elements of effective reading and writing instruction. Grammar and vocabulary instruction is integrated into the reading and analysis of unit texts, with progressive work toward the unit writing product.

		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	Personal Essay	Short Story
	Writing Product	Poetry Collection	Literary Analysis	Comparative Analysis	Proposal	Literary Analysis	Short Story
7	**Anchor Text Genre**	Play	Short Story	Op-Ed	Short Story	Speech	Informational Text
	Writing Product	Scene Script	Literary Analysis	Evaluation	Short Story	Rhetorical Analysis	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	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	Research Presentation*	Synthesis Essay	Origin Story
11	**Anchor Text Genre**	Speech	Essay	Speech	Article, Interview & Video	Short Story	Foundational Documents
	Writing Product	Rhetorical Analysis	Literary 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	Reimagined Epic Scene	Rhetorical Essay	Expository Essay	Argumentative Essay

*Multimodal Product

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. Daily lesson plans include activity-specific responsive teaching moves and multilingual learner language goals aligned with content objectives.

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

Literacy teachers know that not every student needs the same instructional support to succeed. That's why *Lenses* offers embedded, activity-specific, and student-facing digital scaffolding at multiple levels, known as **Levels of Support.** Educators can assign supports 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
Graphic Organizer & Constructed Response Support	Editable sentence frames Partial response provided
Activity Instruction Support	Rephrased/simplified instructions Additional substeps Comprehension support activities

Adapt & Extend

Each *Lenses* unit includes an Adapt & Extend resource to support further modifying instruction to meet student needs, increase engagement, or deepen learning.

Adapt & Extend includes three types of differentiated content:

- **Read More** suggests independent reading titles and thematically aligned Novel Studies to support students in further exploring the unit themes and topics of interest
- **Expand & Explore** provides activities that allow for student choice and challenge individual students and include research extensions, creative responses, and real-world application tasks.
- **Focus on Fit** offers unit-level adaptations that shift the instructional lens of a unit, amplify student voice and collaboration, and connect learning to students' communities and cultures.

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.
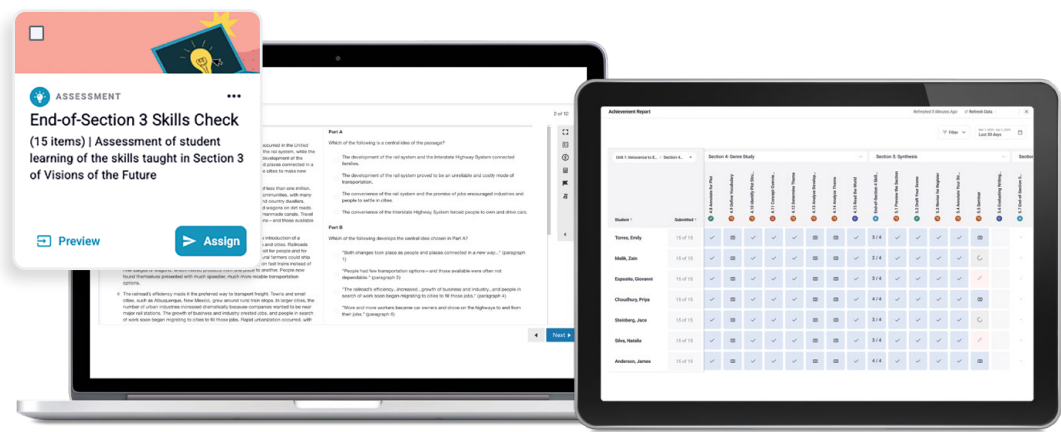
Lesson plans with embedded formative assessment

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

Skills and comprehension checks

Periodic skills and text selection comprehension checks offer insights about student 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 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.

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 implementation support 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 support, 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.

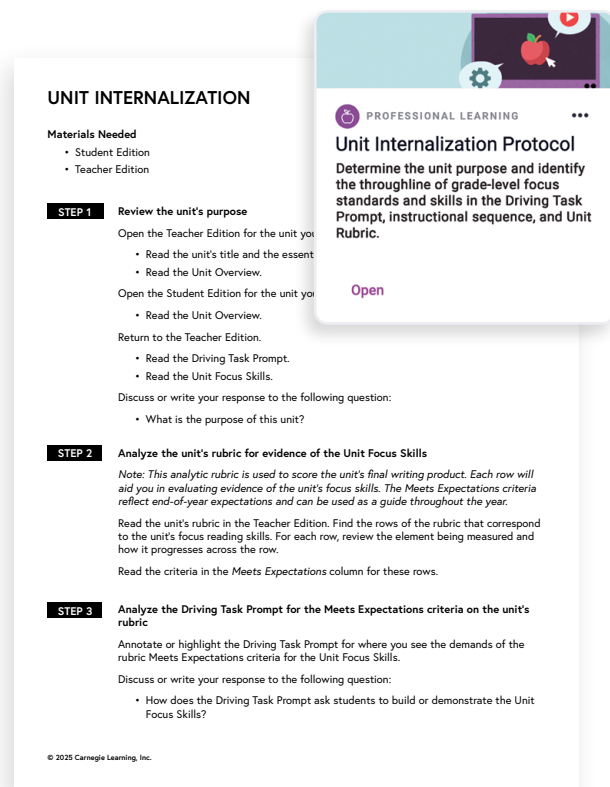## Elevate their formative assessment approach

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

- Using analytic criteria to formatively assess daily student work.
- Scoring student writing products equitably and constructively.
- Providing 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.

UNIT INTERNALIZATION

Materials Needed
- Student Edition
- Teacher Edition

STEP 1   Review the unit's purpose

Open the Teacher Edition for the unit you
- Read the unit's title and the essent
- Read the Unit Overview.

Open the Student Edition for the unit you
- Read the Unit Overview.

Return to the Teacher Edition.
- Read the Driving Task Prompt.
- Read the Unit Focus Skills.

Discuss or write your response to the following question:
- What is the purpose of this unit?

STEP 2   Analyze the unit's rubric for evidence of the Unit Focus Skills

Note: This analytic rubric is used to score the unit's final writing product. Each row will aid you in evaluating evidence of the unit's focus skills. The Meets Expectations criteria reflect end-of-year expectations and can be used as a guide throughout the year.

Read the unit's rubric in the Teacher Edition. Find the rows of the rubric that correspond to the unit's focus reading skills. For each row, review the element being measured and how it progresses across the row.

Read the criteria in the *Meets Expectations* column for these rows.

STEP 3   Analyze the Driving Task Prompt for the Meets Expectations criteria on the unit's rubric

Annotate or highlight the Driving Task Prompt for where you see the demands of the rubric Meets Expectations criteria for the Unit Focus Skills.

Discuss or write your response to the following question:
- How does the Driving Task Prompt ask students to build or demonstrate the Unit Focus Skills?

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PROFESSIONAL LEARNING   ...

Unit Internalization Protocol

Determine the unit purpose and identify the throughline of grade-level focus standards and skills in the Driving Task Prompt, instructional sequence, and Unit Rubric.

Open

Support that grows with educators

Never static, always evolving—just like you. Year by year, *Lenses on Literature* implementation support is designed to build instructional expertise with progressive and purposeful work.

	Implementation Focus	Collaborative Planning Purpose	Teacher Planning Protocols
Phase 1	Grade-Level Content and Tasks and Data-Driven Instruction	Recognizing Standards in Tasks and Student Work	Task and Student Work Analysis
Phase 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
Phase 3	Data-Driven Instruction and Practices for Continuous Improvement	Responding to Patterns in Student Work	Pattern Recognition Analysis; Responsive Differentiated Instruction

Implementation support to meet district needs

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

- **Professional learning workshops** that focus on targeted competencies, support teacher and leader growth throughout the adoption, and are designed to address school and district goals.

- **Virtual or on-site coaching** throughout the school year, including Professional Learning Community facilitation and in-classroom support.

- **Leadership team development**, including structured, competency-focused walkthroughs and guidance for ongoing data and progress monitoring.
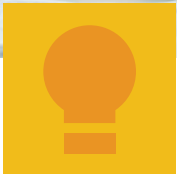
Unmatched student growth

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 Collaborative[1], and proved that this is possible for all students.

[1] https://ldc.org/

The *Lenses on Literature* instructional model is proven effective by…

15 years
of design and prototype testing

940+
districts

100,000+
educators

2.4+ million
students

In a design study with two of the largest school districts in the U.S., students gained 4–9 months of additional learning per year, per findings by the UCLA Center for Research on Evaluation, Standards, and Student Testing (CRESST).

1 YEAR

4–9 months
of additional learning achieved per year

Results beyond student testing

Field testing revealed that students also demonstrated improved writing quality, quantity, rigor, and stamina, as well as higher levels of thinking and overall confidence in their abilities. These students were reported to be more engaged in their classrooms and better understood the expectations set for them.

Ask your account team about *The Research Driving Lenses on Literature*.

Don't just take it from us

Educators believe in our unique, research-proven model. See what they have to say about their experiences with *Lenses on Literature* and the impact on students and teachers.

> "*Lenses on Literature* is a systematically laid out, research-based curriculum with embedded professional development that truly supports our teachers to be the strongest leaders they can be in the classroom which, in turn, builds confident students."
>
> **- Robin Poynter**
> **Assistant Superintendent for Instruction and Assessment**

"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

"Nothing in the program is out of left field. Everything builds toward the driving task prompt. It's cohesive and makes a nice finished product that the students can see."

- Matt McGee, educator and instructional coach

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

- Kiri Soares, Principal

"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

"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

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

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