Day 3 ELA II Session

*Evaluating, Unpacking, and Scaffolding Writing Tasks to Promote Student Achievement*

Grades K–5

Summer Institute 2018
# Table of Contents

- Objectives Self-Assessment 3
- Principles for Language Equity and Learners Revisited 4
- How do you usually approach planning for writing tasks? 4
- Speaking and Listening Standards Grade 5 5
- ELA Language Standards Grade 5 6
- The Work of the Task 8
- Discussion Appointments 9
- Excerpt from Policy Brief English Learners and Content-Rich Curricula 10
- Do the Work of the Task 11
- Writing Interdependencies 12
- Do the Work of the Assessment 13
- A Classroom Visit 14
## Objectives Self-Assessment

<table>
<thead>
<tr>
<th>DAY 3 OBJECTIVES SELF-ASSESSMENT</th>
<th>Pre-Day 3 Session</th>
<th>Post-Day 3 Session</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 = Not Capable</td>
<td>1 = Not Capable</td>
</tr>
<tr>
<td></td>
<td>2 = Unsure</td>
<td>2 = Unsure</td>
</tr>
<tr>
<td></td>
<td>3 = I Believe So, with Some Practice</td>
<td>3 = I Believe So, with Some Practice</td>
</tr>
<tr>
<td></td>
<td>4 = Absolutely, Yes</td>
<td>4 = Absolutely, Yes</td>
</tr>
</tbody>
</table>

1. I can identify the intersection of the Language, Speaking, and Listening standards with the Writing standards.

2. I am confident in my understanding of how to review the quality of writing tasks.

3. I can understand how to unpack writing tasks to identify areas in need of scaffolding.

4. I am well prepared to observe a scaffolded writing lesson and provide feedback.

5. I can provide observational feedback of a writing lesson through coaching conversation.
Principles for Language Equity and Learners Revisited

We are the gatekeepers of academic language in the classroom. We must provide students with well-structured, intentional opportunities for collaboration that amplifies academic language.

We experience the world through our culture, language, and values. We must be intentionally inclusive of students whose culture, language, and value system may be unfamiliar or different from our own. This includes holding space for academic English, while also making the classroom a safe space for students to use variants of English and languages other than English.

Academic English proficiency is critical for all students. We must model academic language, provide instruction using grade-level complex text, and ensure opportunities for students to practice academic language in an academic context.

There is no scope and sequence for the acquisition of knowledge and language, and all student knowledge and language is an asset. We as educators must leverage student knowledge and language as we scaffold students toward independence with complex texts and tasks.

How do you usually approach planning for writing tasks?
Speaking and Listening Standards Grade 5

Comprehension and Collaboration:

**SL.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**SL.5.1.A:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**SL.5.1.B:** Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.5.1.C:** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**SL.5.1.D:** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**SL.5.2:** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.5.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas:

**SL.5.4:** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**SL.5.5:** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**SL.5.6:** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 [here](#) for specific expectations.)
ELA Language Standards Grade 5

Conventions of Standard English:

L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.1.A: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.1.B: Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

L.5.1.C: Use verb tense to convey various times, sequences, states, and conditions.

L.5.1.D: Recognize and correct inappropriate shifts in verb tense.*

L.5.1.E: Use correlative conjunctions (e.g., either/or, neither/nor).

L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2.A: Use punctuation to separate items in a series.*

L.5.2.B: Use a comma to separate an introductory element from the rest of the sentence.

L.5.2.C: Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

L.5.2.D: Use underlining, quotation marks, or italics to indicate titles of works.

L.5.2.E: Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language:

L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.5.3.A: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

L.5.3.B: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use:

L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.5.4.A: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.5.4.B: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).

L.5.4.C: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.5.5.A: Interpret figurative language, including similes and metaphors, in context.

L.5.5.B: Recognize and explain the meaning of common idioms, adages, and proverbs.

L.5.5.C: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).
# The Work of the Task

<table>
<thead>
<tr>
<th>Do</th>
<th>What</th>
<th>Anticipated Challenges</th>
<th>Lesson Scaffolds</th>
<th>Areas in Need of Additional Scaffolding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze</td>
<td><em>How Esperanza responds to events early and late in the novel</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare/Contrast</td>
<td><em>Esperanza’s response to two events, and what her responses show about her as a person</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write</td>
<td><em>Three paragraphs...</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cite</td>
<td><em>Evidence from the text that supports your analysis</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Discussion Appointments

12:00 – Anticipated Challenges
Partner______________________________

3:00 – Lessons 1–3 Scaffolds
Partner______________________________

6:00 – Lesson 1 Scaffolds
Partner______________________________

9:00 – Lesson 3 Scaffolds
Partner______________________________
Excerpt from Policy Brief English Learners and Content-Rich Curricula

Directions: Underline practices that you frequently see used in classrooms.

- How do you see these done well?
- What concerns do you have about what you have observed in the implementation of these practices?

Provide regular, structured writing opportunities anchored in content to build, extend, and solidify EL learning and knowledge:

A. Allow ELs to use their home languages as they prepare for writing—including researching, discussing, reading, and writing on the topic in their home language prior to writing in English.
B. Provide ELs with meaningful exposure to writing exemplars/mentor texts that highlight specific elements of a well-structured response.
C. Provide language-based supports (e.g., linking phrases, sentence frames, word banks) to facilitate students’ entry into, and continued development of, writing. (Note: These should not be mandated “fill in the blanks” exercises.)
D. Provide positive, substantive feedback that is specific, constructive, and narrowly tied to the lesson’s or week’s instructional objective (i.e., do not assess, spelling, grammar, accuracy of understanding all in one piece of writing—that is an overwhelming amount of feedback).
E. Focus explicit lessons on meaning-critical grammatical structures and text structure (e.g., transitions and linking phrases)
F. Use a set of clear, concrete instructional routines that support ELs as they generate and organize their ideas for writing and research (e.g., discussion to notes to graphic organizers to paragraphs, and finally to independent writing and revision of compositions).
G. Attend to the fact that some writing skills are affected by ELs’ linguistic and cultural backgrounds that may not align with those in the standards.
Do the Work of the Task

LESSON 16
Do the Work of the Task

• Review Part B: Introduction to Paragraph Writing.
• Write your paragraph.

LESSON 17
Do the Work of the Task

• Choose an event (from Chapters 8 or 11) that you want to write about. It should be a time when Esperanza responds to or witnesses some type of challenge.
• Review the peer critique process in Part B of the lesson. In your triads, discuss why this is a good scaffold and equity move.
• Write your second paragraph.
• Read directions for Part D; Think-Pair-Share.
• Review the Closing and Assessment section of the lesson.
Writing Interdependencies

“First, students process information in a much clearer way when they are required to write an answer. They “write to think” and, thus, gain the opportunity to clarify their own thought processes. Second, teachers have the opportunity to gain rich and complex diagnostic information about why students respond to an academic challenge the way they do....The association between writing and performance in other academic disciplines was striking, and gets to the heart of the curriculum choices that teachers must make.” (Reeves 2000, pp. 189–190).

• What additional opportunities did students have to process information prior to the assessment writing in the two lessons we reviewed this morning?

• How did those additional steps reflect the standards, the modalities, and equity?
Do the Work of the Assessment

Analytical Essay about How Emperanza Changes over Time

How does Emperanza change over time? Analyze how Emperanza responds to events early and later in the novel. Then compare her response to the two events. What do her responses show about her as a person?

1. Your first paragraph will be about a key event in Chapter 5: “Last Supper/Garza.” When Emperanza is on the train in the United States, You have already planned and drafted the paragraph. Today, you can rewrite it to make it stronger.

2. Your second paragraph will be about the key event you chose from later in the novel. You have already planned and drafted the paragraph. Today, you can rewrite it to make it stronger.

3. Your third paragraph is what writing that you need to do ON YOUR OWN today. In this paragraph, you should compare/contrast similarities/differences. How does Emperanza respond to challenges differently at the end of the novel than she did at the beginning? Be sure to cite specific evidence from the text to support your analysis.
A Classroom Visit

What would you anticipate observing in a classroom that was addressing these standards?

What additional standards seem to be addressed as you watch the video?

At the conclusion, did you see what you expected to see?

<table>
<thead>
<tr>
<th>Standard</th>
<th>Expectations</th>
<th>What I saw</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>