

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

ELA II

Grades 6-12

Day 3

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Objectives and Self-Assessment

Day 3 Objectives Self-Assessment	Pre-Day 3 Session	Post-Day 3 Session
	1- Not capable 2- Unsure 3- I believe so with some practice 4- Absolutely, yes	1- Not capable 2- Unsure 3- I believe so with some practice 4- Absolutely, yes
I understand the instructional connection between reading and writing		
I can identify the intersection points between the Language Standards, Speaking and Listening standards and the Writing standards.		
I can identify quality writing tasks.		
I understand how to unpack writing tasks to identify areas in need of scaffolding.		
I can develop appropriate writing scaffolds.		
I can provide actionable feedback on a writing lesson through a coaching conversation.		
I recognize the nuances of the writing standards progression across grades.		

English Language Arts Standards: Speaking and Listening Grades 9-10

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Comprehension and Collaboration:

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9-10.1.B Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9-10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas:

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)

English Language Arts Standards » Language » Grade 9-10

Conventions of Standard English:

L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.1.A Use parallel structure.*

L.9-10.1.B Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.2.A Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. L.9-10.2.B Use a colon to introduce a list or quotation. L.9-10.2.C Spell correctly.

Knowledge of Language:

L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.9-10.3.A Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use:

L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.

L.9-10.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.9-10.4.B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

L.9-10.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

L.9-10.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9-10.5.A Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

L.9-10.5.B Analyze nuances in the meaning of words with similar denotations.

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

10.2.3 End-of-Unit Assessment

Text-Based Response

Your Task: Based on your reading of “The Universal Declaration of Human Rights,” Eleanor Roosevelt’s “On the Adoption of *The Universal Declaration of Human Rights*,” and Malala Yousafzai’s “Address to the United Nations Youth Assembly,” as well as your notes, annotations, and various tracking tools, write a well-developed, multi-paragraph response to the following prompt:

Delineate the argument in each of the unit texts and analyze how the authors develop a common central claim.

- ① **Differentiation Consideration:** Consider offering the following optional extension question to deepen students’ understanding, particularly for students who would benefit from more challenging work:
Assess whether the reasoning in each text is valid and the evidence is relevant and sufficient.

Your response will be assessed using the 10.2.3 End-of-Unit Text Analysis Rubric.

Guidelines

Be sure to:

- Closely read the prompt
- Organize your ideas and evidence
- Develop a claim that responds directly to all parts of the prompt
- Cite strong and thorough textual evidence to support your analysis
- Follow the conventions of standard written English

Writing Task Quality Review

Writing Standard Alignment
What Grade Level Standard does this task align to? Which parts of the task align to the standard? What parts of the standard are not addressed in this task?
Centrality of Text
How is the text central to the completion of this task and how does the task require text-based responses?
Cognitive Challenge
How does the task require students to engage in higher level thinking?
Writing Output
What is the level of writing output required from this task? (note taking, 1 sentence, 1 paragraph, multiple paragraphs)
Motivation and Engagement
How are students provided opportunity for choice in this assignment? How is the topic engaging and relevant for students?

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 (ie: 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 EL's Linguistic and cultural backgrounds that may not align with those standards.

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?

Preparing for 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?

<i>Standard</i>	<i>Expectations</i>	<i>What I saw</i>
<i>RI.8.1</i> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text		
<i>W.8.1</i> Write arguments to support claims with clear reasons and relevant evidence		
<i>W.8.1.A:</i> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.		
<i>W.8.1.B:</i> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		
<i>W.8.1.C:</i> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		
<i>W.8.1.D</i> Establish and maintain a formal style.		
<i>W.8.1.E:</i> Provide a concluding statement or section that follows from and supports the argument presented		

Viewing the Video with Modalities in Mind

Content Knowledge: What skills and knowledge are students expected to demonstrate when they express their understanding of the content?

Analytical Skills: What thinking is most important to the task? What specific analytical skills (logical, methodical, organizational?) are students expected to demonstrate?

Language Demands: What language demands are critical to the completion of the task? (Think Modalities)

	Content Knowledge	Analytical Skills	Language Demands
What modalities were at play in this section, and in what ways?			
How do students scaffold their own understandings?			
How did the teacher prepare instruction with scaffolds to support learning and work?			
What else could the teacher do to support students?			

The Universal Declaration for Human Rights

Universal Declaration of Human Rights Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore, The General Assembly, Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1 All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2 Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3 Everyone has the right to life, liberty and security of person.

Article 4 No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5 No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6 Everyone has the right to recognition everywhere as a person before the law.

Article 7 All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8 Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9 No one shall be subjected to arbitrary arrest, detention or exile.

Article 10 Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12 No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each State.
2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

(to see entire text, go online)

Eleanor Roosevelt's speech "On the Adoption of the UDHR"

Mr. President, fellow delegates:

The long and meticulous study and debate of which this Universal Declaration of Human Rights is the product means that it reflects the composite views of the many men and governments who have contributed to its formulation. Not every man nor every government can have what he wants in a document of this kind. There are of course particular provisions in the Declaration before us with which we are not fully satisfied. I have no doubt this is true of other delegations, and it would still be true if we continued our labors over many years. Taken as a whole the Delegation of the United States believes that this is a good document -- even a great document -- and we propose to give it our full support. The position of the United States on the various parts of the Declaration is a matter of record in the Third Committee. I shall not burden the Assembly, and particularly my colleagues of the Third Committee, with a restatement of that position here.

I should like to comment briefly on the amendments proposed by the Soviet delegation. The language of these amendments has been dressed up somewhat, but the substance is the same as the amendments which were offered by the Soviet delegation in committee and rejected after exhaustive discussion. Substantially the same amendments have been previously considered and rejected in the Human Rights Commission. We in the United States admire those who fight for their convictions, and the Soviet delegation has fought for their convictions. But in the older democracies we have learned that sometimes we bow to the will of the majority. In doing that, we do not give up our convictions. We continue sometimes to persuade, and eventually we may be successful. But we know that we have to work together and we have to progress. So, we believe that when we have made a good fight, and the majority is against us, it is perhaps better tactics to try to cooperate.

I feel bound to say that I think perhaps it is somewhat of an imposition on this Assembly to have these amendments offered again here, and I am confident that they will be rejected without debate.

The first two paragraphs of the amendment to article 3 deal with the question of minorities, which committee 3 decided required further study, and has recommended, in a separate resolution, their reference to the Economic and Social Council and the Human Rights Commission. As set out in the Soviet amendment, this provision clearly states "group," and not "individual," rights.

The Soviet amendment to article 20 is obviously a very restrictive statement of the right to freedom of opinion and expression. It sets up standards which would enable any state practically to deny all freedom of opinion and expression without violating the article. It introduces the terms "democratic view," "democratic systems," "democratic state," and "fascism," which we know all too well from debates in this Assembly over the past two years on warmongering and related subjects are liable to the most flagrant abuse and diverse interpretations.

The statement of the Soviet delegate here tonight is a very good case in point on this. The Soviet amendment of article 22 introduces new elements into the article without improving the committed text and again introduces specific reference to "discrimination." As was repeatedly pointed out in committee 3, the question of discrimination is comprehensively covered in article 2 of the Declaration, so that its restatement elsewhere is completely unnecessary and also has the effect of weakening the comprehensive principles stated in article 2. The new article proposed by the Soviet delegation is but a restatement of State obligation, which the Soviet delegation attempted to introduce into practically every article in the Declaration. It would convert the Declaration into a document stating obligations on states, thereby changing completely its character as a statement of principles to serve as a common standard of achievement for the members of the United Nations.

The Soviet proposal for deferring consideration of the Declaration to the 4th session of the Assembly requires no comment. An identical text was rejected in committee 3 by a vote of 6 in favor and 26 against. We are all agreed, I am sure, that the Declaration, which has been worked on with such great effort and devotion, and over such a long period of time, must be approved by this Assembly at this session.

Certain provisions of the Declaration are stated in such broad terms as to be acceptable only because of the provisions in article 30 providing for limitation on the exercise of the rights for the purpose of meeting the requirements of morality, public order, and the general welfare. An example of this is the provision that everyone has the right to equal access to the public service in his country. The basic principle of equality and of nondiscrimination as to public employment is sound, but it cannot be accepted without limitation. My government, for example, would consider that this is unquestionably subject to limitation in the interest of public order and the general welfare. It would not consider that the exclusion from public employment of persons holding subversive political beliefs and not loyal to the basic principles and practices of the constitution and laws of the country would in any way infringe upon this right.

Likewise, my government has made it clear in the course of the development of the Declaration that it does not consider that the economic and social and cultural rights stated in the Declaration imply an obligation on governments to assure the enjoyment of these rights by direct governmental action. This was made quite clear in the Human Rights Commission text of article 23 which served as a so-called "umbrella" article to the articles on economic and social rights. We consider that the principle has not been affected by the fact that this article no longer contains a reference to the articles which follow it. This in no way affects our whole-hearted support for the basic principles of economic, social, and cultural rights set forth in these articles.

In giving our approval to the Declaration today it is of primary importance that we keep clearly in mind the basic character of the document. It is not a treaty; it is not an international agreement. It is not and does not purport to be a statement of law or of legal obligation. It is a Declaration of basic principles of human rights and freedoms, to be stamped with the approval of the General Assembly by formal vote of its members, and to serve as a common standard of achievement for all peoples of all nations.

We stand today at the threshold of a great event both in the life of the United Nations and in the life of mankind. This Universal Declaration of Human Rights may well become the international Magna Carta of all men everywhere. We hope its proclamation by the General Assembly will be an event comparable to the proclamation of the Declaration of the Rights of Man by the French people in 1789, the adoption of the Bill of Rights by the people of the United States, and the adoption of comparable declarations at different times in other countries.

At a time when there are so many issues on which we find it difficult to reach a common basis of agreement, it is a significant fact that 58 states have found such a large measure of agreement in the complex field of human rights. This must be taken as testimony of our common aspiration first voiced in the Charter of the United Nations to lift men everywhere to a higher standard of life and to a greater enjoyment of freedom. Man's desire for peace lies behind this Declaration. The realization that the flagrant violation of human rights by Nazi and Fascist countries sowed the seeds of the last world war has supplied the impetus for the work which brings us to the moment of achievement here today.

In a recent speech in Canada, Gladstone Murray said:

The central fact is that man is fundamentally a moral being, that the light we have is imperfect does not matter so long as we are always trying to improve it ... we are equal in sharing the moral freedom that distinguishes us as men. Man's status makes each individual an end in himself. No man is by nature simply the servant of the state or of another man ... the ideal and fact of freedom -- and not technology -- are the true distinguishing marks of our civilization.

This Declaration is based upon the spiritual fact that man must have freedom in which to develop his full stature and through common effort to raise the level of human dignity. We have much to do to fully achieve and to assure the rights set forth in this Declaration. But having them put before us with the moral backing of 58 nations will be a great step forward.

As we here bring to fruition our labors on this Declaration of Human Rights, we must at the same time rededicate ourselves to the unfinished task which lies before us. We can now move on with new courage and inspiration to the completion of an international covenant on human rights and of measures for the implementation of human rights.

In conclusion, I feel that I cannot do better than to repeat the call to action by Secretary Marshall in his opening statement to this Assembly:

Let this third regular session of the General Assembly approve by an overwhelming majority the Declaration of Human Rights as a standard of conduct for all; and let us, as Members of the United Nations, conscious of our own short-comings and imperfections, join our effort in good faith to live up to this high standard.