

# Welcome to the BUF Writing Summit 2015

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Teaching for Biliteracy

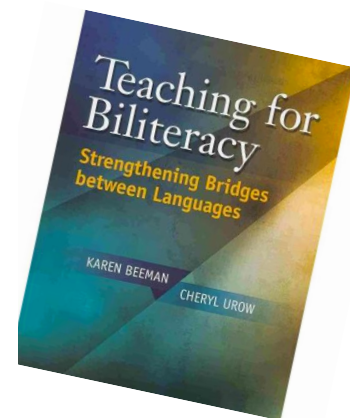


# Summit Dedicated Webpage:

<http://www.teachingforbiliteracy.com/2015-buf-writing-summit/>

OR

<http://goo.gl/xQjEDD>



# Thursday, July 30, 2015

- 9:00 – 9:45 a.m. Whole group: guidance and reflection on assessment
- 9:45- 12:00: Small group work: Flexible grouping (by district and/or grade-level)
- 9:45 – 10:15 Optional mini-lesson on building oracy in 3<sup>rd</sup>- 5th (in the Fireside Room)
- 12:00: Begin uploading documents to google drive
- 12:30: Desserts and summit evaluation
- 1:00 End (you may stay until 3:00 p.m.)



# “Noticings” about BUF Writing

- It is part of a larger process. The other elements in the process matter (vision, language and content allocation, biliteracy schedules, etc.).
- It is recursive... not linear.
- It is a process.... You are never done!

| Theme                                                                                                             | BILITERACY UNIT FRAMEWORK (BUF)                                                                                                                                                                                                                                                            |                                                                                               | Content Area and Content Big Idea(s)<br>Language Arts Big Ideas      |
|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| Standards:                                                                                                        | <ul style="list-style-type: none"><li>• Content Area Standards</li><li>• English Language Arts Standards</li><li>• Spanish Language Arts Standards</li><li>• English Language Development (Proficiency) Standards</li><li>• Spanish Language Development (Proficiency) Standards</li></ul> |                                                                                               | Content Area Targets<br>Language Targets<br><br>Summative Assessment |
| <b>Building Oracy and Background Knowledge</b>                                                                    |                                                                                                                                                                                                                                                                                            |                                                                                               |                                                                      |
| <ul style="list-style-type: none"><li>• Interactive, hands-on activity</li><li>• Vocabulary Development</li></ul> |                                                                                                                                                                                                                                                                                            |                                                                                               |                                                                      |
| <b>Reading Comprehension</b>                                                                                      |                                                                                                                                                                                                                                                                                            |                                                                                               |                                                                      |
| <ul style="list-style-type: none"><li>• Guided Reading</li><li>• Read aloud</li></ul>                             |                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"><li>• Readers' Workshop</li><li>• Partner reading</li></ul> |                                                                      |
| <b>Writing</b>                                                                                                    |                                                                                                                                                                                                                                                                                            |                                                                                               |                                                                      |
| <ul style="list-style-type: none"><li>• Guided Writing</li><li>• Writers' Workshop</li></ul>                      |                                                                                                                                                                                                                                                                                            |                                                                                               |                                                                      |
| <b>Word Study and Fluency</b>                                                                                     |                                                                                                                                                                                                                                                                                            |                                                                                               |                                                                      |
| <ul style="list-style-type: none"><li>• Decoding</li><li>• Phonics</li></ul>                                      |                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"><li>• Spelling</li></ul>                                    |                                                                      |
| <b>Summative Assessment</b>                                                                                       |                                                                                                                                                                                                                                                                                            |                                                                                               |                                                                      |
| <b>Bridge</b>                                                                                                     |                                                                                                                                                                                                                                                                                            |                                                                                               |                                                                      |
| <ul style="list-style-type: none"><li>• Metalinguistic Skills</li></ul>                                           |                                                                                                                                                                                                                                                                                            |                                                                                               |                                                                      |
| <b>Extension Lesson or Activity</b>                                                                               |                                                                                                                                                                                                                                                                                            |                                                                                               |                                                                      |

Formative Assessment

Formative Assessment

|                                                                                                                                                                  |                                                                                                                                                                                                                                                                                  |  |                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------|
| Theme                                                                                                                                                            | <b>BILITERACY UNIT FRAMEWORK (BUF)</b>                                                                                                                                                                                                                                           |  | Content Area and Content Big Idea(s)<br>Language Arts Big Ideas      |
| <b>Standards:</b>                                                                                                                                                | <ul style="list-style-type: none"><li>Content Area Standards</li><li>English Language Arts Standards</li><li>Spanish Language Arts Standards</li><li>English Language Development (Proficiency) Standards</li><li>Spanish Language Development (Proficiency) Standards</li></ul> |  | Content Area Targets<br>Language Targets<br><br>Summative Assessment |
| <b>Building Oracy and Background Knowledge</b> <ul style="list-style-type: none"><li>Interactive, hands-on activity</li><li>Vocabulary Development</li></ul>     |                                                                                                                                                                                                                                                                                  |  | <b>Formative Assessment</b>                                          |
| <b>Reading Comprehension</b> <ul style="list-style-type: none"><li>Guided Reading</li><li>Read aloud</li><li>Readers' Workshop</li><li>Partner reading</li></ul> |                                                                                                                                                                                                                                                                                  |  |                                                                      |
| <b>Writing</b> <ul style="list-style-type: none"><li>Guided Writing</li><li>Writers' Workshop</li></ul>                                                          |                                                                                                                                                                                                                                                                                  |  |                                                                      |
| <b>Word Study and Fluency</b> <ul style="list-style-type: none"><li>Decoding</li><li>Phonics</li><li>Spelling</li></ul>                                          |                                                                                                                                                                                                                                                                                  |  |                                                                      |
| <b>Summative Assessment</b>                                                                                                                                      |                                                                                                                                                                                                                                                                                  |  |                                                                      |
| <b>Bridge</b> <ul style="list-style-type: none"><li>Metalinguistic Skills</li></ul>                                                                              |                                                                                                                                                                                                                                                                                  |  |                                                                      |
| <b>Extension Lesson or Activity</b>                                                                                                                              |                                                                                                                                                                                                                                                                                  |  |                                                                      |

# Think of stages: version 1.0; version 2.0; version 3.0

Suggestions going forward:

- Document what you do this school year.
- If you are new to this process (version 1.0), start with your year-long-plan and implement biliteracy strategies tied to the big idea.
- If you have several BUFs in place, pilot them and document your work to be ready for version 2.0
- If you are at version 2.0, collectively document your work and set goals to work on this year.

|                                                                                                                                                                  |                                                                                                                                                                                                                                                                                  |  |                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------|
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| <b>Building Oracy and Background Knowledge</b> <ul style="list-style-type: none"><li>Interactive, hands-on activity</li><li>Vocabulary Development</li></ul>     |                                                                                                                                                                                                                                                                                  |  | <b>Formative Assessment</b>                                          |
| <b>Reading Comprehension</b> <ul style="list-style-type: none"><li>Guided Reading</li><li>Read aloud</li><li>Readers' Workshop</li><li>Partner reading</li></ul> |                                                                                                                                                                                                                                                                                  |  |                                                                      |
| <b>Writing</b> <ul style="list-style-type: none"><li>Guided Writing</li><li>Writers' Workshop</li></ul>                                                          |                                                                                                                                                                                                                                                                                  |  |                                                                      |
| <b>Word Study and Fluency</b> <ul style="list-style-type: none"><li>Decoding</li><li>Phonics</li><li>Spelling</li></ul>                                          |                                                                                                                                                                                                                                                                                  |  |                                                                      |
| <b>Summative Assessment</b>                                                                                                                                      |                                                                                                                                                                                                                                                                                  |  |                                                                      |
| <b>Bridge</b> <ul style="list-style-type: none"><li>Metalinguistic Skills</li></ul>                                                                              |                                                                                                                                                                                                                                                                                  |  |                                                                      |
| <b>Extension Lesson or Activity</b>                                                                                                                              |                                                                                                                                                                                                                                                                                  |  |                                                                      |

# Assessment

- Assessment refers to data collection
- Formative Assessment is indistinguishable from effective biliteracy instruction.
- Summative assessment is the structured opportunity for the student to demonstrate his/her understanding of the big ideas.



# Where do these headings come from?

| Student  | <b>Offers explanation for categorization</b> | <b>Uses verbs in the first person correctly</b> |  |  |
|----------|----------------------------------------------|-------------------------------------------------|--|--|
| Fulano   |                                              |                                                 |  |  |
| Fulana   |                                              |                                                 |  |  |
| Harry    |                                              |                                                 |  |  |
| Hermione |                                              |                                                 |  |  |

# Where do these headings come from?

| Student  | Offers explanation for categorization | Uses verbs in the first person correctly | <b>Creates an appropriate initial question for the science experiment</b> | <b>Verbs in the question are conjugated correctly</b> |
|----------|---------------------------------------|------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------|
| Fulano   | +                                     | -                                        |                                                                           |                                                       |
| Fulana   | +                                     | +                                        |                                                                           |                                                       |
| Harry    | ✓                                     | -                                        |                                                                           |                                                       |
| Hermione |                                       |                                          |                                                                           |                                                       |

# Performance Assessment: GRASPS (McTighe & Wiggins, UBD)

When constructing performance assessment tasks, it helps to use the acronym GRASPS:

- G Real-world **Goal**
- R Real-world **Role**
- A Real-world **Audience**
- S Real-world **Situation**
- P Real-world **Products or Performances**
- S **Standards**

# GOAL

- Provide a statement of the task.
- Establish the goal, problem, challenge, or obstacle in the task.

## Role:

- Define the role of the student in the task.
- State the job of the student for the task.

## **Audience:**

- Identify the target audience within the context of the scenario
- Example audiences might include a client or committee.

## **Situation:**

- Set the context of the scenario
- Explain the situation

## **Product:**

- Clarify what the students will create and why they will create it.

## **Standards and Criteria (Indicators):**

- Provide students with a clear picture of success.
- Identify specific standards for success.
- Issue rubrics to the students or develop them with the students.

G - Document and explain similarities and differences in self and others.

R - Cultural expert

A - Pre-K Students

S - Helping children to understand that individuals have common traits but each person has characteristics that make him/her unique.

P - Oral presentation supported with images through voicethread and live.

S - K.C.1.1 Explain similarities in self and others. K.C.1.2 Explain the elements of culture (how people speak, how people dress, foods they eat, etc.); SL.K.1.B Continue a conversation through

## Task Description Summary:

You are a cultural expert who studies the similarities and differences in individuals. You have been asked to help Pre-K students to understand that individuals have common traits but each person has characteristics that make him/her unique. You will use technology tools to create an oral presentation to explain similarities in individuals, including physical appearance (height, hair color and texture, and also the elements of culture (how people speak, how people dress, foods they eat). You may use drawings or other visuals (like photos) with your presentation.

| Room 1<br>Fireside Room                         | Room 2<br>Board Room                                                                                                        | Room 3<br>Teacher's Lounge                                  |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| <p>Summit</p> <p>Villa Park</p> <p>Wauconda</p> | <p>Kalamazoo<br/>North Shore #112</p> <p>Fratney, Queen Bee,<br/>West Chicago</p> <p>St. Charles, Sterling<br/>Calmecca</p> | <p>La Grange<br/>Berwyn<br/>South<br/>Alsip<br/>Menasha</p> |

# Digital Exit Slip- Thursday, July 30

Please complete digital exit slip:

<http://goo.gl/forms/ZebEpwcvu0>

Or you can find a link to the exit slip on the dedicated website page.



# Digital Parking Lot

<https://todaysmeet.com/July27BUFparkinglot>



# ¡Mil Gracias!

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