

Welcome to the BUF Writing Summit 2015

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Teaching for Biliteracy

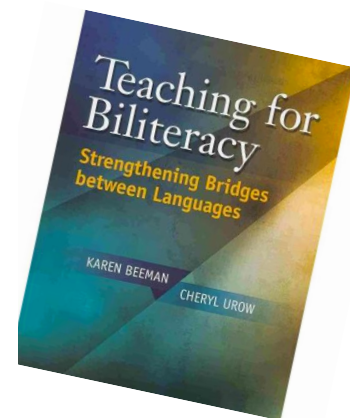


Summit Dedicated Webpage:

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

OR

<http://goo.gl/xQjEDD>



Wednesday, July 29, 2015

- 9:00 – 9:45 a.m. Whole group: guidance and reflection on standards and big ideas
- 9:45- 11:00: Small group work: Flexible grouping (by district and/or grade-level)
- 11:00 Optional mini-lesson on building oracy in PreK-2 (in the Fireside Room)
- 12:30 Sharing and closure
- 1:00 End (you may stay until 3:00 p.m.)



Theme	BILITERACY UNIT FRAMEWORK (BUF)		Content Area(s)	Content Big Idea(s)
Standard(s)			Language Arts Big Idea(s)	
- Content Area Standards - English Language Arts Standards - Spanish Language Arts Standards - English Language Development (Proficiency) Standards - Spanish Language Development (Proficiency) Standards			- Content Area Targets - Language Targets	Summative Assessment
Building Content and Background Knowledge				
- Interactive, hands-on activity - Vocabulary Development				
Reading Comprehension				
- Guided Reading - Read aloud - Readers' Workshop - Partner reading				
Writing				
- Guided Writing - Writers' Workshop				
Word Study and Fluency				
- Decoding - Phonics - Spelling				
Summative Assessment				
Bridge				
Metalinguistic Skills				
Extension Lesson or Activity				

Formative Assessment

Formative Assessment

Theme		
Standards: - Content Area Standards - English Language Arts Standards - Spanish Language Arts Standards - English Language Development (Proficiency) Standards - Spanish Language Development (Proficiency) Standards	BILITERACY UNIT FRAMEWORK (BUF)	Content Area and Content Big Idea(s) Language Arts Big Ideas Content Area Targets Language Targets Summative Assessment
Building Oracy and Background Knowledge - Interactive, hands-on activity - Vocabulary Development		Formative Assessment
Reading Comprehension - Guided Reading - Read aloud	- Reader's Workshop - Partner reading	
Writing - Guided Writing - Writers' Workshop		
Word Study and Fluency - Decoding - Phonics	Spelling	
Summative Assessment		
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Theme

Standards:

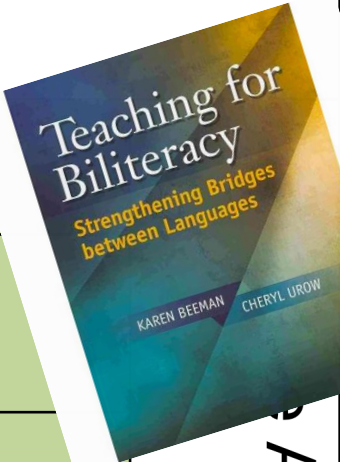
BILITERACY UNIT FRAMEWORK (BUF)

- Content Area Standards
- English Language Arts Standards
- Spanish Language Arts Standards
- English Language Development (Proficiency) Standards
- Spanish Language Development (Proficiency) Standards

Content Area and Content Big Idea(s)
Language Arts Big Ideas

Content Area Targets
Language Targets

Summative Assessment



Building Oracy and Background Knowledge

- Interactive, hands-on activity
- Vocabulary Development

Reading Comprehension

- Guided Reading
- Read aloud
- Readers' Workshop
- Partner reading

Writing

- Guided Writing
- Writers' Workshop

Word Study and Fluency

- Decoding
- Phonics
- Spelling

Summative Assessment

Bridge

- Metalinguistic Skills

Extension Lesson or Activity

PAGES 16 AND 17

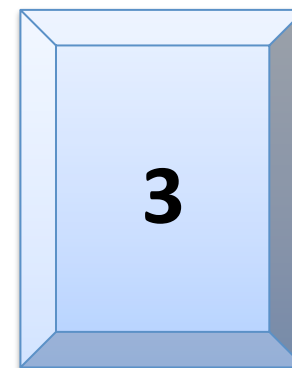
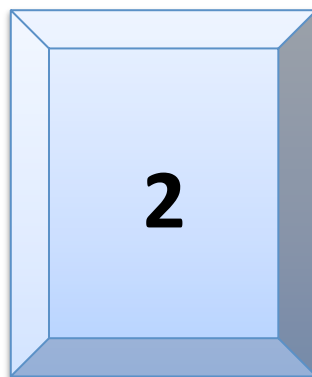
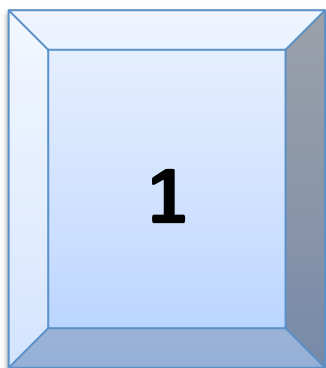
Assessment

Common Core SS Organization Reading





CCSS : Writing



You must select 1, 2, or 3

With respect to 1, 2 or 3, you can select any of 4-10.

However, 4-10 must be done in the context of 1, 2, or 3, not alone.



Integrating Reading and Writing

- I want my students to understand that when reading _____ text, it is important to _____ in order to write _____.
- I want my students to understand that when reading informational text, it is important to use text features to locate specific information about a topic in order to write an opinion piece about that topic (ie. Insects).



Common
Core



Teacher/Leader
Effectiveness



Data Driven
Instruction



Video
Library



Professional
Development



Parents and
Families

e^{ny}

New York State Bilingual Common Core Initiative



PRINT



New York State Bilingual Common Core Initiative

Progressions 2014-15

NY Language Arts Progressions

- All language learners can engage with grade level text to meet CCSS expectations...
- ...if teachers provide **support and appropriate scaffolding** to help students access grade level text and demonstrate mastery of the standard.

Common Core Anchor Standard (RI.2): Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			MAIN ACADEMIC DEMAND <i>Summarize Text by Determining Main Idea and Supporting Details</i>		
Common Core Kindergarten Standard (RI.K.2): With prompting and support, identify the main topic and retell key details of a text.			GRADE LEVEL ACADEMIC DEMAND <i>Identify Main Topic and Retell Key Details</i>		
5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
When acquiring a new language, using grade level texts and appropriate supports, students are able to:					
RECEPTIVE	Oracy and Literacy Links	Organize <i>illustrated, pretaught words in a pocket chart</i> to identify the main idea and key details of a text, during/after a teacher read-aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words and phrases in a pocket chart</i> to identify the main idea and key details of a text, during/after a teacher read-aloud, shared reading or independent reading time	Organize <i>illustrated words and phrases from a bank in a pocket chart</i> to identify the main idea and key details of a text, during/after a teacher read-aloud, shared reading or independent reading time	Organize <i>illustrated words and phrases in a pocket chart, after teacher modeling</i> , to identify the main idea and key details of a text, during/after a teacher read-aloud, shared reading or independent reading time
		Use <i>illustrated, pretaught words to complete sentence starters</i> that identify the main topic and retell key details, when speaking, dictating to the teacher or drawing/writing	Use <i>illustrated, preidentified words and phrases to complete sentence starters</i> that identify the main topic and retell key details, when speaking, dictating to the teacher or drawing/writing	Use <i>illustrated words and phrases from a bank</i> to identify the main topic and retell key details, <i>after teacher questioning</i> , when speaking, dictating to the teacher or drawing/writing	Use <i>illustrated, preidentified words, independently</i> , to identify the main topic and retell key details, when speaking, dictating to the teacher or drawing/writing
PRODUCTIVE		in the <i>new and/or the home language</i> .	in the <i>new and/or the home language</i> .	in the <i>new and, occasionally, in the home language</i> .	in the <i>new language</i> .

Common Core Kindergarten Standard (RI.K.2): With prompting and support, identify the main topic and retell key details of a text.

GRADE LEVEL ACADEMIC DEMAND
Identify Main Topic and Retell Key Details

Linguistic Demands: The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and transitioning), students can approach these linguistic demands in the new and/or home language.

- Identify words that appear throughout the text (e.g., nouns and related pronouns and/or verbs) to identify the main topic.
- Identify words (adjectives) and transition words (e.g., sequencing words) to identify details.
- Use adjectives that provide details about the text.
- Use sequence words (e.g., first, then, after) to retell key details.

Standards →  Content Big Ideas



Three Dimensions of Science
NRC: “combine to form each NGSS”

Dimension	Categories/Classifications
8 Practices	Asking Questions and Defining Problems Developing and Using Models Planning and Carrying Out Investigations Analyzing and Interpreting Data Using Mathematics, Information and Computer Technology, and Computational Thinking Constructing Explanations and Designing Solutions Engaging in Argument From Evidence Obtaining, Evaluating, and Communicating Information
7 Cross-Cutting Concepts	Concepts relating to Patterns, Similarity, and Diversity Concepts relating to Cause and Effect Concepts relating to Scale, Proportion and Quantity Concepts relating to Systems and System Models Concepts relating to Energy and Matter Concepts relating to Structure and Function Concepts relating to Stability and Change
4 Disciplinary Core Ideas “Content”	Physical Sciences Domain Life Sciences Domain Earth and Space Sciences Domain Engineering, Technology, & Applications of Science Domain



College, Career, and Civic Life (C3) Indicator		
Dimension 1	• Construct Compelling Questions • Construct Supporting Questions • Determine Helpful Sources	
Dimension 2	Civics	• Civic and Political Institutions • Participation and Deliberation • Processes, Rules and Laws
	Economics	• Economic Decision Making • Exchange and Markets • The National Economy • The Global Economy
	Geography	• Geographic Representations • Human-Environment Interaction • Human Population: Spatial Patterns and Movements • Global Interconnectedness: Changing Spatial Patterns
	History	• Change, Continuity and Context • Perspectives • Historical Sources and Evidence • Causation and Argumentation
Dimension 3	• Gathering and Evaluating Sources • Developing Claims and Using Evidence	
Dimension 4	• Communicating Conclusions • Critiquing Conclusions • Taking Informed Action	

C3Framework: Social Studies
NGSS: Science

Standards

Common Core: Language Arts
Reading Informational
Reading Literature
Writing

Social Studies
or Science

Language
Arts



Big Ideas

- Standards based
- Change the focus of instruction from activities-based instruction to understanding-based instruction
- Can complete the sentences:
I want my students to understand that.... For example,...
- At least two examples



Big Ideas

- For those districts that use essential questions, the big idea is the answer to the question.
- Each BUF should have a content area (science, SS, math) big idea and a language arts big idea.



Next Generation Science Standards

- Link in welcome letter



Space Systems: Patterns and Cycles

Students who demonstrate understanding can:

Performance Expectations

-  Use observations of the sun, moon, and stars to describe patterns that can be predicted. **1-ESS1-1**
 ▶ Clarification Statement and Assessment Boundary
-  Make observations at different times of year to relate the amount of daylight to the time of year. **1-ESS1-2**
 ▶ Clarification Statement and Assessment Boundary

Science and Engineering Practices

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

-  Make observations (firsthand or from media) to collect data that can be used to make comparisons. (1-ESS1-2)

Analyzing and Interpreting Data

Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

Disciplinary Core Ideas

ESS1.A: The Universe and Its Stars

-  Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (1-ESS1-1)

ESS1.B: Earth and the Solar System

-  Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2)

Crosscutting Concepts

Patterns

-  Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence. (1-ESS1-1), (1-ESS1-2)

Connections to Nature of Science

Scientific Knowledge Assumes an Order and Consistency in Natural Systems

-  Science assumes natural events happen today as they happened in the past. (1-ESS1-1)
-  Many events are repeated. (1-ESS1-1)

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Engineering Practices

Investigations

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English Language Arts Standards

CCSS FOR ELA

READING

Literature

**Informational
Text**

**Foundational
Skills**

WRITING

LISTENING AND SPEAKING

LANGUAGE

Big Ideas come from Literature, Informational Text, and Writing

READING

WRITING

**LISTENING
AND
SPEAKING**

LANGUAGE

Literature

**Informational
Text**

**Foundational
Skills**

Los estándares de Artes de Lenguaje K-5

(Spanish Language Arts)

LECTURA

Literatura

Texto
Informativo

Destrezas
Fundamen-
tales

ESCRITURA

AUDICIÓN Y EXPRESIÓN ORAL

LENGUAJE

Los estándares de Artes de Lenguaje K-5

(Spanish Language Arts)

LECTURA

Literatura

Texto

Informativo

**Destrezas
Fundamen-
tales**

ESCRITURA

**AUDICIÓN
Y
EXPRESIÓN
ORAL**

LENGUAJE

Big Ideas

- Explain what government does at local, state and national levels. **(is not a big idea)**
- I want my students to understand that...the government has different and specific functions at the local, state, and national level.



Big Ideas

Yes

Animals have a life cycle. Some hatch, others are born.

Like all wars, the Civil War had multiple causes.

All families celebrate holidays & traditions; however families celebrate in different ways depending on the cultures & heritage to which they have been exposed.

No

The baby chicks hatched from an egg.

The North and South disagreed over slavery.

The Hmong wedding celebration is a two day process that includes several feasts and ceremonies.

Big Ideas

Yes

No

Authors choose a genre according to the message they want to send.

Poetry

When reading informational text, good readers make logical inferences using evidence from the text.

Inferences can be made from studying photos and captions in a text.

Is it a big idea?

...Genre.



Is it a big idea?

...Genres come in many formats with specific elements.



Is it a big idea?

...how to
classify
animals.



...scientists classify animals according to their physical characteristics and adaptations to their environment. These classifications include: mammals, reptiles, fish, amphibians, insects, and birds.



Is it a big idea?

...immigrants
face many
challenges as
they adapt to a
new
environment.



Is it a big idea?

...text themes.



Is it a big idea?

- ...Writers communicate a message , moral, or theme when they write a poem or story.



Is it a big idea?

...fractions,
percentages,
and decimals.



Is it a big idea?

...fractions, decimals and percentages are all ways of expressing the relationship of a part to the whole.



Big Ideas

Concept A

Authors choose language and structures in order to create images and convey their message.

The letter g can change its sound depending upon the vowel that follows it.

Readers use information from a text and their own experiences in order to draw conclusions and make inferences.

Concept B

Pushes and pulls can have different strengths and directions.

Two dimensional shapes have perimeter and area, and there is a specific way to calculate each.

The U.S. Civil War, like all wars, had many causes.

Big Ideas

Concept A

Sound can make matter vibrate, and
vibrating matter can make sound.

Concept B

Big Ideas

Concept A

Concept B

Sound can make matter vibrate, and vibrating matter can make sound.

Big Ideas

Concept A

We all have families. Our families have some things in common and also have differences.

Sound can make matter vibrate, and vibrating matter can make sound.

Big Ideas

Concept A

Concept B

Sound can make matter vibrate, and vibrating matter can make sound.

We all have families. Our families have some things in common and also have differences.

Big Ideas

Concept A

There have been many different explorers throughout history, and there have been many different reasons for exploration.

Concept B

Sound can make matter vibrate, and vibrating matter can make sound.

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Big Ideas

Concept A

Concept B

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Big Ideas

Concept A

Texts have main ideas and supporting details that can be summarized and paraphrased.

Concept B

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Big Ideas

Concept A

Information from various sources can be gathered, compared and contrasted, and integrated.

Concept B

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Big Ideas

Concept A

Concept B

Opinion texts include a point of view and supporting details, and are enhanced by specific text structures.

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There have been many different explorers throughout history, and there have been many different reasons for exploration.

students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Ideas and details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.

Craft and Structure

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. **(See grade 2 Language standards 4-6 on pages 13-14 for additional expectations.)**
5. Describe the overall structure of a story,

y ayudan a asegurar que los estudiantes tengan acceso a una amplia variedad de textos y actividades académicas. El rigor también se enfatiza al requerir que los estudiantes lean textos cada vez más complejos en cada grado. *Se espera que los estudiantes que avanzan de un grado escolar a otro, cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas dominadas y las capacidades desarrolladas en los grados anteriores.*

Ideas clave y detalles

1. Hacen y contestan preguntas tales como, quién, qué, dónde, cuándo, por qué y cómo, para demostrar la comprensión de los detalles clave de un texto.
2. Recuentan cuentos, incluso fábulas y cuentos populares de diversas culturas, y definen el mensaje principal, lección o moraleja.
3. Describen cómo los personajes de un cuento responden a los acontecimientos y retos más importantes.

Composición y estructura

4. Describen cómo las palabras y frases (por ejemplo: compases regulares, la aliteración, rimas, frases repetidas) proveen ritmo y significado en un cuento, poema o canción. **(Ver los estándares 4-6 de lenguaje de segundo grado, y páginas 13-14 para expectativas adicionales.)**
5. Describen la estructura general de un cuento,



GRADE TWO READING STANDARDS FOR INFORMATIONAL TEXT

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Ideas and details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. **(See grade 2 Language standards 4-6 on pages 13-14 for additional expectations.)**
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
6. Identify the main purpose of a text, including what the author wants to answer, explain, or

SEGUNDO GRADO ESTÁNDARES PARA LA LECTURA DE TEXTO INFORMATIVO

Los estándares siguientes proveen un enfoque para la enseñanza correspondiente a cada año escolar, y ayudan a asegurar que los estudiantes tengan acceso a una amplia variedad de textos y actividades académicas. El rigor también se enfatiza al requerir que los estudiantes lean textos cada vez más complejos en cada grado. *Se espera que los estudiantes que avanzan de un grado escolar a otro, cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas dominadas y las capacidades desarrolladas en los grados anteriores.*

Ideas clave y detalles

1. Hacen y contestan preguntas tales como quién, qué, dónde, cuándo, por qué y cómo, para demostrar la comprensión de los detalles clave en un texto.
2. Identifican el tema principal de un texto de varios párrafos, así como el enfoque de párrafos específicos en el texto.
3. Describen la relación entre una serie de acontecimientos históricos, ideas o conceptos científicos, o pasos en los procedimientos técnicos en un texto.

Composición y estructura

4. Determinan el significado de palabras y frases en un texto, pertinentes a un tema o material de segundo grado. **(Ver los estándares 4-6 de lenguaje de segundo grado, y páginas 13-14 para expectativas adicionales.)**
5. Conocen y usan varias características de texto (por ejemplo: leyendas, pie de foto, letras destacadas, subtítulos, glosarios, índices, menús electrónicos, iconos) para localizar de manera eficiente, datos clave o información en un texto.
6. Identifican el propósito principal de un texto, incluyendo lo que el autor quiere contestar, explicar



These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text.**
 - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - b. Know spelling-sound correspondences for additional common vowel teams
 - c. Decode regularly spelled two-syllable words with long vowels.
 - d. Decode words with common prefixes and suffixes.

Estos estándares van dirigidos a fomentar la comprensión de los estudiantes y el conocimiento de los conceptos de lo impreso, el principio alfabético y otras normativas básicas del sistema de la escritura en español. Estas destrezas fundamentales no son un fin en sí mismas, sino que son un componente necesario e importante de un programa de lectura eficaz y completo diseñado para desarrollar lectores competentes que tengan la capacidad de comprender textos de diversos tipos y disciplinas. La instrucción deberá ser diferenciada: los buenos lectores necesitarán mucha menos práctica con estos conceptos que los lectores con dificultades. Lo principal es enseñar a los estudiantes lo que necesitan aprender y no lo que ya saben, — discernir cuándo determinados niños o determinadas actividades necesitan más o menos atención. Los suplementos específicos al idioma español, se han marcado con letra azul. Se ha añadido una sección para la enseñanza del acento que se relaciona y se enlaza a través de los conceptos de lo impreso, la fonética y el reconocimiento de palabras, y la ortografía.

Fonética y reconocimiento de palabras

3. Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras, **tanto en forma aislada como en un texto.**
 - a. Distinguen los sonidos de las vocales y de los diptongos al leer palabras de una sílaba de ortografía regular (dio, pie, bien).
 - b. Distinguen los sonidos de las vocales en los triptongos al leer palabras ya conocidas (buey, Paraguay, Uruguay) fijándose en el uso de la ye (y) como vocal.
 - c. Decodifican palabras multisilábicas.
 - d. Decodifican palabras con prefijos y sufijos de uso frecuente.



e. Identify words with inconsistent but common spelling-sound correspondences.

f. Recognize and read grade-appropriate irregularly spelled words.

e. Identifican palabras que contienen una relación entre fonemas y grafemas que son comunes pero inconsistentes (b-v; c-s-z-x; c-k-qu; g-j; y-ll, r-r).

f. Reconocen y leen al nivel de grado palabras con ortografía relativamente compleja (ejemplo: h muda o intermedia, la u después de g y q).

Acentuación

g. Identifican la última, penúltima y antepenúltima sílaba en palabras multisilábicas, y reconocen en cuál sílaba cae el acento tónico.

h. Clasifican palabras de acuerdo con su acento tónico en categorías de aguda, grave y esdrújula para aplicar las reglas ortográficas del uso del acento escrito.

i. Reconocen y usan acento escrito para romper un diptongo (hiato), en palabras conocidas (María, baúl, maíz).



GRADE TWO WRITING STANDARDS

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Text Types and Purposes

1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

SEGUNDO GRADO ESTÁNDARES DE ESCRITURA Y REDACCIÓN

Los estándares siguientes para los grados del Kinder al Quinto, proveen un enfoque para la enseñanza correspondiente a cada grado escolar, y ayudan a asegurar que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. Cada año escolar los estudiantes deben demostrar en su escritura y redacción un aumento en sofisticación de todos los aspectos del uso del lenguaje, desde el vocabulario y la sintaxis, hasta el desarrollo y la organización de ideas. Deben abordar temas y utilizar fuentes cada vez más complejas. Se espera que los estudiantes que avanzan de un grado escolar a otro, cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas dominadas y las capacidades desarrolladas en los grados anteriores. Las expectativas de desarrollo en la habilidad de escribir y de redactar de los estudiantes se reflejan tanto en los estándares como en la colección de muestras de redacción anotadas en el Apéndice C.

Tipos de textos y sus propósitos

1. Escriben propuestas de opinión en las cuales presentan el tema o libro sobre el cual están escribiendo, expresan su opinión, ofrecen las razones para esa opinión, usan palabras de enlace (por ejemplo: porque, y, también) para conectar la opinión y las razones, y proporcionan una declaración o sección final.
2. Escriben textos informativos y explicativos en los cuales presentan un tema, usan datos y definiciones para desarrollar los puntos, y proporcionan una declaración o sección final.
3. Escriben narraciones en las cuales recuentan un acontecimiento bien elaborado o una secuencia corta de acontecimientos, incluyen detalles para describir las acciones, pensamientos y sentimientos, usan palabras que describen el tiempo para señalar el orden de los acontecimientos, y ofrecen un sentido de conclusión.



GRADE TWO SPEAKING AND LISTENING STANDARDS

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - c. Ask for further clarification and further explanation as needed about the topics and texts under discussion.
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
 - a. Give and follow three-and four-step oral directions.

SEGUNDO GRADO ESTÁNDARES DE AUDICIÓN Y EXPRESIÓN ORAL

Los estándares siguientes para los grados del Kinder al Quinto, proveen un enfoque para la enseñanza correspondiente a cada año escolar y ayudan a asegurar que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. *Se espera que los estudiantes que avanzan de un grado escolar a otro, cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen aún más las destrezas dominadas y las capacidades desarrolladas en los grados anteriores.*

Comprensión y colaboración

1. Participan en conversaciones colaborativas con diversos y adultos en grupos pequeños y grandes, sobre temas y textos apropiados para el segundo grado.
 - a. Siguen las reglas acordadas para participar en las conversaciones (por ejemplo: tomar la palabra de una manera respetuosa, escuchar a los demás con atención, hablar uno a la vez sobre los temas y textos que se están tratando).
 - b. Elaboran en lo que los demás dicen en conversaciones, mediante el enlace de sus comentarios a las observaciones de los demás.
 - c. Solicitan aclaración y una explicación más detallada, cuando es necesario, sobre los temas y los textos que se están tratando.
2. Recuentan o describen las ideas clave o los detalles de un texto leído en voz alta, o de información presentada oralmente o a través de otro medio de comunicación.
 - a. Dan y siguen instrucciones orales de tres y cuatro pasos.



SECOND GRADE LANGUAGE STANDARDS

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 29 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., group).
 - a. Create readable documents with legible print.
 - b. Use collective nouns (e.g., group).
 - c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - d. Use reflexive pronouns (e.g., myself, ourselves).

SEGUNDO GRADO ESTÁNDARES DE LENGUAJE

Los estándares siguientes para los grados del K al 5 proveen un enfoque para la enseñanza correspondiente a cada año escolar y ayudan a asegurar que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. Se espera que los estudiantes que avanzan de un grado a otro, cumplan con los estándares específicos de cada grado y mantengan o perfeccionen cada vez más las destrezas dominadas y las capacidades desarrolladas en los grados anteriores. A partir del tercer grado, se marcan con un asterisco (*) las destrezas y conocimientos que son particularmente susceptibles de requerir atención continua en los grados superiores, al aplicarlas de manera más sofisticada a la expresión oral y escrita. Ver la página 53 en donde aparece una lista completa y el Apéndice A en donde se muestran ejemplos del incremento en la sofisticación del desarrollo de estas destrezas.

Normas y convenciones del español

1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y hablar.
 - a. Escriben documentos claros con letra legible.
 - b. Usan sustantivos colectivos (ejemplo: la gente, el grupo).
 - c. Forman y usan sustantivos plurales que causan cambios ortográficos como z-c o uso del acento escrito (acento ortográfico) que se utilizan con frecuencia (ejemplo: corazón-corazones, lápiz-lápices, joven-jóvenes, pez-peces).
 - d. Usan los pronombres reflexivos (ejemplo: Me lavo las manos. Nos cansamos mucho. Se sienten contentos hoy).



how these skills develop in sophistication.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., group).
 - a. Create readable documents with legible print.
 - b. Use collective nouns (e.g., group).
 - c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - d. Use reflexive pronouns (e.g., myself, ourselves).

Ver la página 53 en donde aparece una lista completa y el Apéndice A en donde se muestran ejemplos del incremento en la sofisticación del desarrollo de estas destrezas.

Normas y convenciones del español

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 - d. Usan los pronombres reflexivos (ejemplo: Me lavo las manos. Nos cansamos mucho. Se sienten contentos hoy).



Room 1 Olga Fireside Room	Room 2 Melody – Board Room	Room 3 Susan- Teacher's Lounge
Summit Villa Park Wauconda	Kalamazoo North Shore #112 Fratney, Queen Bee, West Chicago St. Charles, Sterling Calmecca	La Grange Berwyn South Alsip Menasha

Digital Exit Slip- Wednesday, July 29

Please complete digital exit slip as a district:

<http://goo.gl/forms/b64xmvXhmK>

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



Parallel Lines p.m. Sentence Prompts

One thing we accomplished today in our small group work...

Tomorrow I'd like to work on...

I would like some help from the facilitators on...



Digital Parking Lot

<https://todaysmeet.com/July27BUFparkinglot>

