

BUF WRITING SUMMIT 2015

Melody Wharton

Beginning the BUF Writing Process

□ 2005



English
World



El Mundo
de
Español

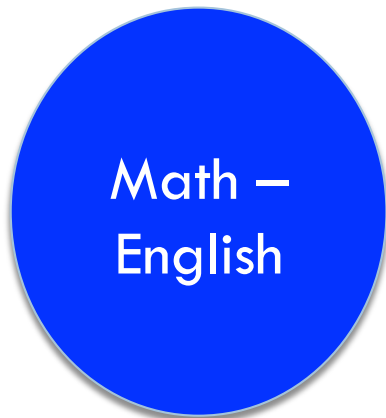
Beginning the BUF Writing Process

□ 2007

English World		Spanish World
Math		Reading Workshop“a la monolingual”
Science		Writing Workshop“a la monolingual”
Health		Social Studies

Beginning the BUF Writing Process

□ 2011



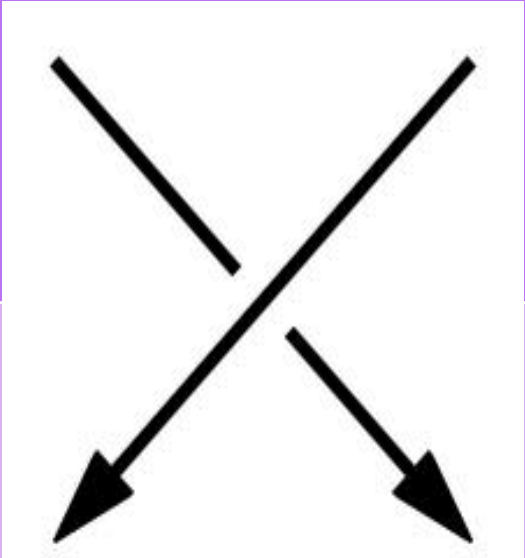
Integrated Unit	
Science/Health	Reading Workshop “a la monolingual” with supports for language learners
Social Studies	Writing Workshop “a la monolingual” with supports for language learners

Recent Accomplishments

- Teaching for biliteracy is different than teaching for monoliteracy
- Central office support
- Schedules
- Initiatives fit into BUF model
- Year long plan for each grade with identified units



Where are we now?

Spanish	Bridge	English
Literacy “a la biliteracy” Social Studies		Literacy “a la biliteracy” Science Math
Extension of English Unit		Extension of Spanish Unit

Revised Content Allocation Plan

Proposed Change for Content and Language Allocation	50-50			Immersion		
*Start with K-2 15-16	Spanish	Bridge	English	Spanish	Bridge	English
Kindergarten	Spanish Language Arts Math Social Studies		English Language Arts Science	Spanish Language Arts Math Social Studies Science		English Language Arts- bridge/extension from Spanish
First Grade	Spanish Language Arts Math Social Studies		English Language Arts Science	Spanish Language Arts Math Social Studies Science		English Language Arts- bridge/extension from Spanish
Second Grade	Spanish Language Arts Math Social Studies		English Language Arts Science	Spanish Language Arts Math Social Studies Science		English Language Arts- bridge/extension from Spanish

Revised Schedules

Time	Subject	Language
7:50 – 8:00	Journals or another type of oracy or literacy activity	Student choice
8:00– 9:00	Social Studies and Spanish Language Arts/Spanish Language Development • Oracy Development • Social Studies experiences • Whole Group Mini-Lesson • Writing • Reading Comprehension • Word Work/Dictado	Spanish
9:00 – 10:00	Math • Oracy development • Math skills and concepts • Reading and Writing	Spanish
10:00-11:00	Lunch and Recess	Student choice
11:00-11:30	SSR (Intervention Time: This is when students are pulled; not any other time)	Student choice
11:30-12:30	Science and Spanish Language Arts/Spanish Language Development • Oracy development • Science experiments • Guided practice • Writing • Word study	Spanish
12:30-1:30	English Language Arts/English Language Development • Oracy development • Guided practice • Writing • Word study	English (Extension Activities)
1:30-2:30	Specials	Half are offered in Spanish and half in English at FPG

Challenges

- Integration of district initiatives
 - ▣ UbD – Understanding by Design
 - ▣ Balanced Literacy/Workshop model
 - ▣ Fountas and Pinnell and Lucy Calkins
 - ▣ Learning Focused Lessons
 - ▣ Technology
 - ▣ New standards
 - ▣ New math curriculum



Challenges

- Bringing all stakeholders on board
 - ▣ How are all our students in DL performing?
 - ▣ Why is there a gap?
 - ▣ How is biliteracy instruction different than monoliteracy instruction?
 - ▣ How can district and school leaders support the program and the students?



Next Steps

- Develop biliteracy instructional sequence for each unit
- Teacher, administrative, and central office staff BUF training
- Support for development and refinement of units

