

BRIDGING THE GAP BETWEEN FOURTH AND FIFTH READING/WRITING WORKSHOP

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PS 166

PS 166'S ELA VISION

- **Teach the process, not the product**
- **The more children read and write, the more fluent they are**
- **The types of writing children do (informational, opinion, and narrative) will make them college and career ready**

FIFTH GRADE UNITS

READING	WRITING
INTERPRETATIVE BOOK CLUBS	NARRATIVE CRAFT
TACKLING COMPLEXITY: MOVING UP LEVELS OF NON-FICTION	JOURNALISM
RAISING THE LEVEL OF INTERPRETATION: CLUBS, LITERARY CONVERSIONS, AND WRITING ABOUT READING	LITERARY ESSAY: OPENING TEXTS AND SEEING MORE
ARGUMENT AND ADVOCACY: RESEARCHING DEBATABLE ISSUES	THE RESEARCH BASED ARGUMENT ESSAY
FANTASY BOOK CLUBS	FANTASY WRITING
READING IN THE CONTENT AREAS: CIVIL RIGHTS	THE LENS OF HISTORY: RESEARCH REPORTS: CIVIL RIGHTS MOVEMENT

FOURTH GRADE UNITS

READING

WRITING

THE HEART OF THE STORY - INTERPRETING CHARACTERS	ARC OF STORY: REALISTIC FICTION
READING THE WEATHER - NON FICTION	PERSONAL AND PERSUASIVE ESSAYS
INTERPRETATION BOOK CLUB	LITERARY ESSAY
READING HISTORY : THE AMERICAN REVOLUTION	BRINGING HISTORY TO LIFE: AMERICAN REVOLUTION
TEST PREP	TEST PREP
HISTORICAL FICTION	HISTORICAL FICTION WRITING
POWER AND PERSPECTIVE	GRAPHIC NOVELS

TOOLS USED IN THE READING AND WRITING WORKSHOP

- Checklists and Learning Progression
 - Written in child-friendly language in first person so they can plan out what they're expected to do, what they're already doing, and what they need to work on
- Rubrics
 - Shows students how the skills they're practicing will be graded
 - Demonstrates skills from two grades below their current grade, skills on their grade level, and skills one grade above their grade
- Exemplar/Mentor Texts
 - An example of what the type of writing in the genre should look like

TYPES OF WRITING

- Opinion writing
 - We believe that students will be able to advocate for themselves and others by using a persuasive and compelling voice
- Narrative writing
 - We believe that students will be able to tell their own stories well on job applications, in interviews, and in college applications
- Informational writing
 - We believe that students will be able to teach others, now and in the future

Credit: Mary Ehrenworth, “Parents as Partners”. April 2014.

EXEMPLARS

- Examples of what narrative writing should look like in 3rd-6th grade
- The skills of each grade build on each other
 - For example, dialogue in 3rd grade is not necessarily separated, while in 4th grade it is tagged for each speaker
- How can we use these
 - Cover up the grade levels, and then have your student self-assess and ask themselves which piece they think they are most close to
 - As you look over their writing in their notebook, have in your mind what their writing could look like, and ask them questions to guide them towards that type of writing

PARENTS AS PARTNERS

Tips for Recreating the Workshop at Home:

- Kids need support in “finding a quiet space to write and read”
- Tip 1: Help writers rehearse their structure
 - At the beginning of the process
 - Talking helps kids sort, sequence, and correlate. (especially with argument)
 - Ask before: “How will your story/essay/article go?”

Credit: Mary Ehrenworth, “Parents as Partners”. April 2014.

PARENTS AS PARTNERS

Tip 2: Help writers elaborate

- Rehearse with your writer.
- Kids say a lot more they write.
- Work on trying to remember what he or she said so you are prepared later to help with elaboration.
- Jot great phrases or ideas.

PARENTS AS PARTNERS

Tip 3: Monitor students' comprehension as they are reading at home.

Tools: Bands of complexity Levels N-Z

Academic Comprehension Question

(See handout)

PARENTS AS PARTNERS

Tip 4: Show children how to work with study partners.

- Help children turn their friends into study partners.
- When kids go off to higher education they'll do better if they can learn to study with their friends...especially if they learn to push one another.
- Build a peer culture that also honors academic prowess
- Help by orchestrating times for friends to writer in the same space and watching how it goes.
- Tuck in tips: “Did you try out your story on Amber?” “You might have Henry look over your essay with the lens of...”