

Program for Parents with Students Transitioning to or within Quest
Thursday, October 29, 2009

Foundational Learning

1. Identify, prevent, close learning gaps presented by transfer into full-time Quest
2. Adjust to pace
3. Adjust to level of work
4. Internalize standards and expectations
5. Quality and accuracy of work
6. Student Skills

How to Help at Home

Math Needs:

1. Automaticity of facts
2. Mental math strategies
3. Thinking with numbers
4. Writing about thinking
5. Strategies for embedding challenge in assigned work

How to Help at Home

Reading Needs: “Read Like a Writer”

1. Beyond being page turners
2. Read aloud for fluency and accuracy
3. Reading to deepen comprehension
4. Identify/appreciate/incorporate author’s craft and style
5. Understand genre characteristics
6. Understand figurative language, poetic language, idioms
7. Read to identify main ideas and supporting details
8. Read to make personal, text and world connections

How to Help at Home

Writing Needs: “Write Like a Reader”

1. Develop interesting leads – pull the reader into story
2. Write strong endings – satisfy the reader that the story has ended
3. Write to specific, identified audience – how informal/formal, or technical
4. Spend time with the pre-write – idea gathering, listing words that capture feelings, events, etc. ordering sequence of events
5. Double space the rough draft so editing and revision can happen between lines
6. WALL READ – let the ears pick up what the eyes have missed

How to Help at Home

7. Narrative pieces

Smooth flow and transition from beginning, through middle, to end

Attention to character development – thoughts, feelings, actions, behaviors

Spend time developing the setting – time, place, event

Limit dialogue – must have specific purpose

Write with descriptive details – the Power of Three – create mind movies

Use more sophisticated, explicit vocabulary

Use variety of sentence lengths and structures

Let the reader hear your voice – emotions, reactions, hopes...

DO NOT write THE END!

8. Expository pieces:

Write varied and strong topic, introductory sentences that identify subject and interest the reader

Identify and introduce each main idea – own paragraph – with strong supporting details

Use transitions between paragraphs

Conclusion needs to leave reader thinking about topic, considering a course of action, pondering a question/issue/situation, making personal connections...

Literacy Needs: Growing ELL population

1. Contextual vocabulary – multiple meaning words
2. Figurative language and idioms
3. Prepositions
4. English syntax (the way in which words are put together to form phrases, clauses and sentences)

Resources:

1. How to Help at Home
2. Yardsticks
3. Characteristics of Gifted Learners