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University of Michigan

ED 403
Week 10

Agenda

- Book Talk
- Trouble shooting QRI write up
- Conducting writing conferences
- Learning about comprehensive language arts series

Writing Conference Topics

- Writers keep themselves on course by making and sticking to plans and goals.
- Writers zoom in to tell the most important part of the story.
- Writers use punctuation to help define pace for their readers.

Reading Conference Topics

- Good readers stop and think, "Hmmm…what does this say about the character?"
- Good readers return to parts they find confusing.
- Good readers use post-its to mark "key points" in their reading.

Conference Viewing

What does Colleen do to move the writer forward?

Structuring Workshop Conferences

Research
Observe and interview to understand what the child is trying to as a writer

Decide
Make a decision regarding the ONE thing you will teach the child in your conference, as well as how you will teach him (guided practice, demonstration, explicitly tell and show examples, inquiry)

Compliment
Highlight a specific thing that the writer is doing well

Teach
Begin the instruction you decided upon earlier in the conference

Conference Viewing #2

Note the conference structure that Lucy utilizes when conferring.

-RESEARCH

-DECIDE*

-COMPLIMENT

-TEACH

-LINK

Image of
“Lucy Calkins: Units of Study for Teaching Writing, 3-5”
Student writing sample
removed.

What are comprehensive language arts series (AKA "basals")?

- Still the most common method of introducing and practicing reading in the U.S.
- A series of graded passages in book sets that students move through as a class or in groups.

Basal readers have changed over time

- Scott, Foresman "Dick and Jane" series
- Used from the 1950s to the 1970s
- Features:
  - Controlled vocabulary
  - An analytic approach to phonics skills (learning sound symbol relationships in context and through spelling patterns
  - Workbooks and worksheets

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1970s and early 1980s

- More interesting stories, but they were stories written by the publishers as reading instructional materials
- Primarily narrative text genre

Late 1980s to the present day

- Selections from children's literature
- An infusion of informational text
- Use of reading writing workshop structures
- Flexible reading groups
- Reading and writing across the curriculum
- Linked to state standards
- Return of decodable texts (demands of lucrative adoption states, CA and TX)

Exploring *Open Court*

- Published by SRA, McGraw Hill
- Used by Detroit Public Schools
- Goals:
  - Become acquainted with the layout and resources
  - Critically examine and plan from one unit