

# Solution Tree | Press

## **The New Art and Science of Teaching Reading**

*By Julia A. Simms and Robert J. Marzano*

---

### **Study Guide**

This study guide is a companion to the book *The New Art and Science of Teaching Reading* by Julia A. Simms and Robert J. Marzano. *The New Art and Science of Teaching Reading* realizes the need for more specific models of instruction within content areas and provides a nuanced explanation of how educators can apply *The New Art and Science of Teaching* framework to teaching reading.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote a healthy school culture.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create a healthy culture in your school or district.

Copyright © 2019 by Solution Tree Press

## **Chapter 1**

### **Reading Research and a Reading-Specific Model of Instruction**

---

1. Explain the focus and goals of most reading research before the 20th century. What is the major pitfall of this early period of reading research?
2. What were the central focus and goals of reading research from 1900 to 1970? How did reading research and instruction in the 20th century differ from research and instruction in the 19th century?
3. In what ways did reading research evolve between 1970 and 1990? What knowledge structures, text structures, comprehension strategies, and teaching techniques were developed as part of the cognitive revolution?
4. How has reading research evolved from 1990 to the present? Define *whole language* and its importance to modern reading research. Explain the emphases of the whole language approach to reading research.
5. Define *literate cultural capital*, and explain the role it plays in development-based reading instruction.

6. Explain the levels of reading skill development theorized in modern research and the constituent phases of growth within these skill levels.

## **Chapter 2**

### **Providing and Communicating Clear Learning Goals**

---

1. What three elements are most important to providing and communicating clear learning goals in teaching reading?
2. How might an educator go about providing scales and rubrics that are pertinent to teaching reading?
3. Why do reading teachers need to track students' progress? How should reading teachers track their students' progress?
4. Write a scale that you would use in your classroom with your students. How do you construct this scale to match your goals and track student progress toward them?
5. Explain how an educator might celebrate student success in the reading classroom. What are important factors to consider in measuring, and therefore celebrating, student success?

## **Chapter 3**

### **Using Assessments**

---

1. What are the two most important elements of correctly using assessments in the reading classroom?
2. Explain how educators should use informal assessments of the whole class in the reading classroom. What should they build these assessments around?
3. Describe some methods of informal assessment that you might use in your classroom. Why might you use these informal assessments in your classroom?
4. How should educators use formal assessments of individual students in the reading classroom? What are some of the main topics that formal assessments should cover?
5. What role do the five areas of reading development play in the construction of both formal and informal assessments?

## Chapter 4

### Conducting Direct Instruction Lessons

---

1. What are the most important elements of conducting direct instruction lessons in the reading classroom?
2. How can reading instructors effectively chunk content in their classroom? What are the benefits and goals of chunking content?
3. What is a *semantic category*, and how does this term relate to both *clusters* and the chunking of content?
4. Explain how an educator can assist students in processing content. Why is it important to give students both the time and resources to process content?
5. Briefly explain *print referencing*. What role does print referencing play in the processing of content?
6. Why do reading teachers need to have students record and represent content that they have learned? How might an educator assist students in doing so?

## **Chapter 5**

### **Conducting Practicing and Deepening Lessons**

---

1. What elements of instruction are most important in conducting practicing and deepening lessons?
2. How should an instructor utilize structured practice sessions in the reading classroom to advance student learning? What topics should be focused on, and how should these lessons be carried out?
3. What are the benefits and purpose of providing students with the resources to examine similarities and differences in the reading classroom?
4. Explain the *phoneme identity* and *phoneme categorization* activities. How would you go about performing these activities in your classroom?
5. Why is it important to have students examine the errors in their reasoning during reading instruction? As an instructor, how would you provide the resources necessary for your students to do so?
6. Explain how students in different grade levels might differ in how they examine the errors in their reasoning.

Copyright © 2019 by Solution Tree Press





## **Chapter 6**

### **Conducting Knowledge Application Lessons**

---

1. What are the most important instructional elements to focus on while conducting knowledge application lessons in the reading classroom?
2. What are some specific strategies a reading instructor can use to engage students in cognitively complex tasks?
3. Define *wide reading*. How does it relate to other forms of reading, and what role does it play in the classroom?
4. How should an educator go about providing both resources and guidance to students in the reading classroom?
5. What are the three most common text structures, and what role do they play in providing guidance to students?
6. Explain the benefits of having students generate and defend their own claims in the classroom and how you might provide students with the resources to do so.

7. What two structures are most important to the work of generating and defending claims?

How do these structures work, and when are they most useful?

## **Chapter 7**

### **Using Strategies That Appear in All Types of Lessons**

---

1. Which instructional elements that are quite useful in teaching reading are also useful in all types of lessons?
2. Why and how should an instructor preview upcoming content to students? Which types of content should a reading instructor preview for students?
3. Explain the importance of highlighting critical information for students. Also, what three types of critical information should be highlighted in the reading classroom, in particular?
4. What does it mean to revise knowledge in the reading classroom, and how does it differ from reviewing? Also, describe the process students go through while reflecting on learning and what questions teachers can ask to encourage their students to reflect.
5. As a reading instructor, what is the importance of ensuring that homework is purposeful, and what qualities and content should this homework possess? Provide some examples of purposeful homework for the reading classroom.

6. Describe the process of elaborating on information. In doing so, explain the various types of questions that an instructor can use to elaborate on information presented in class, and define how these types of questions differ.
  
7. Briefly explain *child-by-instruction interactions*. What benefits or importance do these interactions have in organizing students for interaction in the reading classroom?

## Chapter 8

### Using Engagement Strategies

---

1. How should a reading instructor watch for and respond to a lack of engagement among students? What role does *mind wandering* play in a lack of engagement?
2. What does it mean to “increase response rates,” and how should a reading instructor raise response rates? In particular, focus on the Book Bits method.
3. Define *embodied cognition* and its relation to the usage of physical movement in the classroom.
4. Explain how a reading instructor can best maintain a lively pace. What role does storytelling play in this process?
5. As a reading instructor, how would you demonstrate intensity and enthusiasm to your students? What techniques and methods would you use, and why would you use them?
6. Define *literary criticism* and describe its relationship to the use of friendly controversy in the classroom.

7. As an educator, how would you connect your students' interests to classroom content, and why would you do so? Describe some methods you find useful in motivating and inspiring your students, or some methods you think would be useful.

## **Chapter 9**

### **Implementing Rules and Procedures**

---

1. Which instructional elements are most useful when it comes to implementing rules and procedures in the reading classroom?
2. What are the main benefits and goals of establishing rules and procedures in the classroom?
3. Describe the various physical layouts that an instructor can organize his or her classroom into. What are the benefits of these layouts, and what are some possible negative consequences of choosing the wrong layout?
4. Describe withitness as it applies to the reading classroom. What are some talk moves that you can use to demonstrate your withitness?
5. What is *responsible communication*, and what is its role in the acknowledgment of student adherence to rules and procedures in the classroom?
6. What role does student accountability play in the process of acknowledging a lack of student adherence to rules and procedures?

## **Chapter 10**

### **Building Relationships**

---

1. What elements are most important in building relationships in the classroom?
2. Define *culture* and *cultural tension*. What roles do these concepts play in the classroom and among students?
3. How should an educator demonstrate affection for his or her students, and what are the benefits of doing so? How does showing affection for the students ease cultural tension?
4. Define both *cognitive load theory* and *schemata* and explain their relationship to culture.
5. How might understanding the relationship concepts in this chapter allow you to better understand students' backgrounds and interests? What are the benefits of developing this understanding?
6. In what ways is it beneficial to display objectivity and control in the classroom? How can an educator accomplish this objectivity and control?



## **Chapter 11**

### **Communicating High Expectations**

---

1. Which elements are most important in the communication of high expectations?
2. What are the two categories of reluctant readers? What are the similarities and differences between the two groups?
3. Describe the importance of demonstrating value and respect for reluctant learners. How would you go about demonstrating this?
4. How can asking reluctant learners in-depth questions benefit those students?
5. Briefly describe the various strategies that reluctant readers may use to overcome difficult content. How should a reading instructor respond when he or she observes a student utilizing these strategies?
6. Explain each of the effective reading comprehension strategies, as well as the positive and negative qualities of each. What is the goal of these strategies?

## **Chapter 12**

### **Developing Expertise**

---

1. Why is it important to develop expertise as a reading instructor? What effect does an instructor's expertise with instructional methods have on students' learning ability?
2. What purpose does the first step in the process of developing expertise serve, and how should an educator conduct this step?
3. After conducting a self-audit, how should an instructor select the growth goals that he or she should focus on in his or her professional and personal development?
4. Explain what each level of the scale of progression entails as it relates to developing expertise in a particular area. What role does deliberate practice play in advancing from one level to the next?
5. What is *continuous improvement* and its place in the four-step process of developing expertise?
6. Conduct a quick self-audit and identify some elements and strategies that you would benefit from focusing on in developing your expertise.