

THE NEW
Art and Science
OF TEACHING



Reading

JULIA A. SIMMS ROBERT J. MARZANO

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555 North Morton Street
Bloomington, IN 47404
800.733.6786 (toll free) / 812.336.7700
FAX: 812.336.7790

email: info@SolutionTree.com
SolutionTree.com

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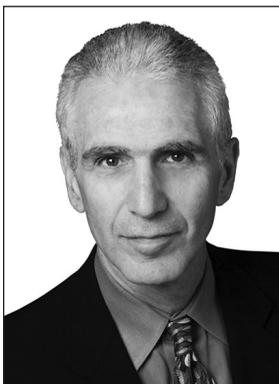


About the Authors



Julia A. Simms is the director of content and resources at Marzano Research. A former classroom teacher, she and her team develop research-based resources and provide support to educators as they implement them. Her areas of expertise include effective instruction, learning progressions and proficiency scales, assessment and grading, argumentation and reasoning skills, and literacy development. She has coauthored eight books including *Coaching Classroom Instruction*, *Vocabulary for the Common Core*, *Questioning Sequences in the Classroom*, and *A Handbook for High Reliability Schools*.

Julia received a bachelor's degree from Wheaton College and master's degrees in educational administration and K–12 literacy from Colorado State University and the University of Northern Colorado.



Robert J. Marzano, PhD, is the cofounder and chief academic officer of Marzano Research in Denver, Colorado. During his fifty years in the field of education, he has worked with educators as a speaker and trainer and has authored more than forty books and two hundred articles on topics such as instruction, assessment, writing and implementing standards, cognition, effective leadership, and school intervention. His books include *The New Art and Science of Teaching*, *Leaders of Learning*, *Making Classroom Assessments Reliable and Valid*, *A Handbook for Personalized Competency-Based Education*, and *Teacher Evaluation That Makes a Difference*. His practical translations of the most current research and theory into classroom strategies are known internationally and are widely practiced by both teachers and administrators.

Dr. Marzano received a bachelor's degree from Iona College in New York, a master's degree from Seattle University, and a doctorate from the University of Washington.

To learn more about Robert J. Marzano's work, visit marzanoresearch.com.

To book Julia A. Simms or Robert J. Marzano for professional development, contact pd@SolutionTree.com.



Introduction

The New Art and Science of Teaching (Marzano, 2017) is a comprehensive model of instruction with a rather long developmental lineage. Specifically, four books spanning two decades precede and inform *The New Art and Science of Teaching* and its use in the field.

1. *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* (Marzano, Pickering, & Pollock, 2001)
2. *Classroom Management That Works: Research-Based Strategies for Every Teacher* (Marzano, Marzano, & Pickering, 2003)
3. *Classroom Assessment and Grading That Work* (Marzano, 2006)
4. *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction* (Marzano, 2007)

The first three books address specific components of the teaching process, namely instruction, management, and assessment. The final book puts all three components together into a comprehensive model of teaching. It also makes a strong case for the fact that research (in other words, science) must certainly guide good teaching, but teachers must also develop good teaching as art. Even if they use precisely the same instructional strategies, two highly effective teachers will have shaped and adapted those strategies to adhere to their specific personalities, the subject matter they teach, and their students' unique needs. Stated differently, we can never accurately articulate effective teaching as a set of strategies that all teachers must execute in precisely the same way.

The comprehensive model in the book *The New Art and Science of Teaching* (Marzano, 2017) reflects a greatly expanded and updated version of *The Art and Science of Teaching* (Marzano, 2007). One of the unique aspects of *The New Art and Science of Teaching* is that it focuses on student learning, rather than being teacher focused, as we depict in figure I.1:



Source: Marzano, 2017, p. 5.

Figure I.1: The teaching and learning progression.

According to figure I.1, the intervening variables between effectively applying an instructional strategy and enhanced student learning are specific mental states and processes in the minds of learners. If teachers do not produce these mental states and processes as a result of employing a given strategy, then that strategy will have little or no effect on students. This implies that teachers should heighten their level of awareness as they use instructional strategies for maximum efficacy.

The Overall Model

At a basic level, the model in *The New Art and Science of Teaching* (Marzano, 2017) is a framework that educators can use to organize the majority (if not all) of the instructional strategies that research and theory identify. The model has several parts: three overarching categories, ten design areas, and forty-three specific elements.

Three Categories

At the highest level of organization, the model has three overarching categories: feedback, content, and context.

1. *Feedback* refers to the all-important information loop teachers must establish with students so that students know what they should be learning about specific topics and their current level of performance on these topics.
2. *Content* refers to the sequencing and pacing of lessons such that students move smoothly from initial understanding to applying knowledge in new and creative ways.
3. *Context* refers to those strategies that ensure all students meet these psychological needs: engagement, order, a sense of belonging, and high expectations.

Embedded in these three overarching categories are more specific categories of teacher actions (design areas).

Ten Design Areas

In *The New Art and Science of Teaching* framework, each of the ten design areas is associated with a specific teacher action, as follows.

1. Providing and communicating clear learning goals
2. Using assessments
3. Conducting direct instruction lessons
4. Conducting practicing and deepening lessons
5. Conducting knowledge application lessons
6. Using strategies that appear in all types of lessons
7. Using engagement strategies
8. Implementing rules and procedures
9. Building relationships
10. Communicating high expectations

Table I.1 shows the ten teacher actions within the three categories and describes the desired student mental states and processes for each. For example, when the teacher conducts a direct instruction lesson (the third design area), the goal is that students will understand which parts of the content are important and how they fit together.

Table I.1: Teacher Actions and Student Mental States and Processes

	Teacher Actions	Student Mental States and Processes
Feedback	Providing and Communicating Clear Learning Goals	1. Students understand the progression of knowledge they are expected to master and where they are along that progression.
	Using Assessments	2. Students understand how test scores and grades relate to their status on the progression of knowledge they are expected to master.
Content	Conducting Direct Instruction Lessons	3. When content is new, students understand which parts are important and how the parts fit together.
	Conducting Practicing and Deepening Lessons	4. After teachers present new content, students deepen their understanding and develop fluency in skills and processes.
	Conducting Knowledge Application Lessons	5. After teachers present new content, students generate and defend claims through knowledge application tasks.
	Using Strategies That Appear in All Types of Lessons	6. Students continually integrate new knowledge with old knowledge and revise their understanding accordingly.
Context	Using Engagement Strategies	7. Students are paying attention, energized, intrigued, and inspired.
	Implementing Rules and Procedures	8. Students understand and follow rules and procedures.
	Building Relationships	9. Students feel welcome, accepted, and valued.
	Communicating High Expectations	10. Typically reluctant students feel valued and do not hesitate to interact with the teacher or their peers.

Source: Marzano, 2017, pp. 5–6.

Each of the ten design areas corresponds with a *design question*. These are a set of questions that help teachers plan units and lessons within those units. Table I.2 shows the design questions that correspond with each design area.

Table I.2: Design Questions

	Design Areas	Design Questions
Feedback	1. Providing and Communicating Clear Learning Goals	How will I communicate clear learning goals that help students understand the progression of knowledge they are expected to master and where they are along that progression?
	2. Using Assessments	How will I design and administer assessments that help students understand how their test scores and grades are related to their status on the progression of knowledge they are expected to master?
Content	3. Conducting Direct Instruction Lessons	When content is new, how will I design and deliver direct instruction lessons that help students understand which parts are important and how the parts fit together?
	4. Conducting Practicing and Deepening Lessons	After presenting content, how will I design and deliver lessons that help students deepen their understanding and develop fluency in skills and processes?
	5. Conducting Knowledge Application Lessons	After presenting content, how will I design and deliver lessons that help students generate and defend claims through knowledge application?
	6. Using Strategies That Appear in All Types of Lessons	Throughout all types of lessons, what strategies will I use to help students continually integrate new knowledge with old knowledge and revise their understanding accordingly?

Context	7. Using Engagement Strategies	What engagement strategies will I use to help students pay attention, be energized, be intrigued, and be inspired?
	8. Implementing Rules and Procedures	What strategies will I use to help students understand and follow rules and procedures?
	9. Building Relationships	What strategies will I use to help students feel welcome, accepted, and valued?
	10. Communicating High Expectations	What strategies will I use to help typically reluctant students feel valued and comfortable interacting with their peers and me?

Source: Marzano, 2017, pp. 6–7.

Within the ten categories of teacher actions, we have organized sets of strategies in even more fine-grained categories, called *elements*. As teachers think about each design question, they can then consider specific elements within the design area.

Forty-Three Elements

The forty-three elements provide detailed guidance about the nature and purpose of a category of strategies. Table I.3 depicts the elements that correspond to each design area. For example, the design area of *providing and communicating clear learning goals* involves three elements.

- Providing scales and rubrics (element 1)
- Tracking student progress (element 2)
- Celebrating success (element 3)

As a teacher considers how to provide and communicate clear learning goals that help students understand the progression of knowledge he or she expects them to master and where they are along that progression (design question 1), the teacher might think more specifically about providing scales and rubrics, tracking student progress, and celebrating success. These are the elements within the first design area.

Finally, these forty-three elements encompass hundreds of specific instructional strategies.

General and Reading-Specific Strategies

Over 330 specific instructional strategies (embedded in the forty-three elements) have been articulated as a part of the general *The New Art and Science of Teaching* framework. (For detailed descriptions of the strategies articulated in the general model, see Marzano Research, n.d.) For example, Marzano Research (n.d.) articulated the following nine strategies for element 24—increasing response rates.

1. Random names
2. Hand signals
3. Response cards
4. Response chaining
5. Paired response
6. Choral response
7. Wait time
8. Elaborative interrogation
9. Multiple types of questions

Teachers can indeed use these nine strategies to increase students' response rates. However, the articulation of these strategies in *The New Art and Science of Teaching* framework does not imply that they are the only strategies that can be used to increase students' response rates. When applying *The New Art and Science of Teaching*

Table I.3: Elements Within the Ten Design Areas

Feedback	Content	Context
<p>Providing and Communicating Clear Learning Goals</p> <ol style="list-style-type: none"> 1. Providing scales and rubrics 2. Tracking student progress 3. Celebrating success <p>Using Assessments</p> <ol style="list-style-type: none"> 4. Using informal assessments of the whole class 5. Using formal assessments of individual students 	<p>Conducting Direct Instruction Lessons</p> <ol style="list-style-type: none"> 6. Chunking content 7. Processing content 8. Recording and representing content <p>Conducting Practicing and Deepening Lessons</p> <ol style="list-style-type: none"> 9. Using structured practice sessions 10. Examining similarities and differences 11. Examining errors in reasoning <p>Conducting Knowledge Application Lessons</p> <ol style="list-style-type: none"> 12. Engaging students in cognitively complex tasks 13. Providing resources and guidance 14. Generating and defending claims <p>Using Strategies That Appear in All Types of Lessons</p> <ol style="list-style-type: none"> 15. Previewing strategies 16. Highlighting critical information 17. Reviewing content 18. Revising knowledge 19. Reflecting on learning 20. Assigning purposeful homework 21. Elaborating on information 22. Organizing students to interact 	<p>Using Engagement Strategies</p> <ol style="list-style-type: none"> 23. Noticing and reacting when students are not engaged 24. Increasing response rates 25. Using physical movement 26. Maintaining a lively pace 27. Demonstrating intensity and enthusiasm 28. Presenting unusual information 29. Using friendly controversy 30. Using academic games 31. Providing opportunities for students to talk about themselves 32. Motivating and inspiring students <p>Implementing Rules and Procedures</p> <ol style="list-style-type: none"> 33. Establishing rules and procedures 34. Organizing the physical layout of the classroom 35. Demonstrating withitness 36. Acknowledging adherence to rules and procedures 37. Acknowledging lack of adherence to rules and procedures <p>Building Relationships</p> <ol style="list-style-type: none"> 38. Using verbal and nonverbal behaviors that indicate affection for students 39. Understanding students' backgrounds and interests 40. Displaying objectivity and control <p>Communicating High Expectations</p> <ol style="list-style-type: none"> 41. Demonstrating value and respect for reluctant learners 42. Asking in-depth questions of reluctant learners 43. Probing incorrect answers with reluctant learners

Source: Marzano, 2017, p. 8.

to a specific content area (such as reading), there are additional, reading-specific strategies that teachers can use to increase students' response rates. This book focuses on such strategies. For example, chapter 8 of this book describes the strategy of student-generated questions as a way to increase students' response rates when asking and answering questions about a text. While student-generated questions is not articulated as a strategy in the general *The New Art and Science of Teaching* framework, it is a powerful reading strategy and is clearly associated with increasing students' response rates to questions. Thus, it appears in our discussion of that element in this book. The same logic applies to our treatment of the other forty-two elements: we provide reading-specific strategies for each element of the general *The New Art and Science of Teaching* framework.

Appendix A (page 165) presents an overview of the entire *The New Art and Science of Teaching* framework featuring the categories, design areas, and elements. This can serve as an advance organizer while reading this book.

The Need for Subject-Specific Models

General frameworks like *The New Art and Science of Teaching* certainly have their place in a teacher's understanding of effective instruction. However, a content-specific model of instruction can be a useful supplement to the more general framework in *The New Art and Science of Teaching*. The content-specific model should fit within the context of the general framework, but it should be based on content-specific research and should take into account the unique challenges of teaching a particular content area. For reading, such a content-specific model should address important aspects of reading and reading instruction, such as concepts of print, word recognition, fluency, vocabulary, comprehension, grouping strategies, the role of culture, and the unique needs of English learners and struggling readers, among others. A content-specific model for reading should address these aspects in depth and relate back to the general framework of instruction. We designed this book to provide just such a model. Specifically, in the following chapters, we address the three overarching categories—(1) feedback, (2) content, and (3) context—with their corresponding ten categories of instruction and the embedded forty-three elements that feature specific strategies expressly for reading.

Although this text predominantly provides suggestions to support lesson planning around reading instruction, we encourage readers to explore the foundational book *The New Art and Science of Teaching* (Marzano, 2017). In doing so, they will likely infuse their content areas and grade levels with additional strategies.

This Book

To orient readers, we begin in chapter 1 with an overview of how reading research and instruction have progressed since the middle of the 19th century, followed by a research-based description of how skilled reading develops. Then, we present our reading-specific model of instruction that features five elements—(1) foundational skills, (2) word recognition, (3) fluency, (4) vocabulary, and (5) comprehension—and describe the research supporting each element.

In chapters 2 through 11, we situate that reading-specific model within the broader context of *The New Art and Science of Teaching* framework. Part I, focused on feedback, begins with chapter 2, which describes how teachers can articulate the content to be learned in the reading classroom using learning progressions (called proficiency scales) and use those scales to track students' progress and celebrate their success. In chapter 3, we explain how to assess students' current status relative to the content articulated in the proficiency scales.

Part II addresses content. In chapters 4, 5, 6, and 7, we articulate instructional strategies for teaching the reading content that students need to learn. Chapter 4 focuses on conducting direct instruction lessons, chapter 5 on conducting practicing and deepening lessons, chapter 6 on conducting knowledge application lessons, and chapter 7 on using strategies that appear in all types of lessons.

Part III, concentrated on context, reviews reading-related issues pertaining to student engagement (chapter 8), rules and procedures (chapter 9), building relationships (chapter 10), and communicating high expectations to all students (chapter 11).

Chapter 12 describes a four-step process for developing teachers' expertise. In anticipation of chapter 12, each chapter contains self-rating scales for readers to assess their performance on the elements of the model. By doing this, they can determine their areas of strength and the areas in which they might want to improve relative to *The New Art and Science of Teaching*. All of the self-rating scales in this book have the same format

for progression of development. To introduce these scales and help readers understand them, we present the general format of a self-rating scale in figure I.2.

Score	Description
4: Innovating	I adapt strategies and behaviors associated with this element for unique student needs and situations.
3: Applying	I use strategies and behaviors associated with this element without significant errors and monitor their effect on students.
2: Developing	I use strategies and behaviors associated with this element without significant errors but do not monitor their effect on students.
1: Beginning	I use some strategies and behaviors associated with this element but do so with significant errors or omissions.
0: Not Using	I am unaware of the strategies and behaviors associated with this element or know them but don't employ them.

Figure I.2: General format of the self-rating scale.

To understand this scale, it is best to start at the bottom with the Not Using row. Here the teacher is unaware of the strategies that relate to the element or knows them but doesn't employ them. At the Beginning level, the teacher uses strategies that relate to the element, but leaves out important parts or makes significant mistakes. At the Developing level, the teacher executes strategies important to the element without significant errors or omissions but does not monitor their effect on students. At the Applying level, the teacher not only executes strategies without significant errors or omissions, but also monitors students to ensure that they are experiencing the desired effects. We consider the Applying level the level at which one can legitimately expect tangible results in students. Finally, at the Innovating level, the teacher is aware of and makes any adaptations to the strategies for students who require such an arrangement.

Each chapter also contains Guiding Questions for Curriculum Design to support planning and aid in reflection.

Appendix A provides an overview of *The New Art and Science of Teaching* framework. Appendix B features orthography exercises, and appendix C examines reading in the disciplines. Appendix D lists the figures and tables featured in this book. Additionally, please visit go.SolutionTree.com/instruction to access the book's three online appendices featuring phoneme charts, vocabulary games, and culturally diverse texts.

In sum, *The New Art and Science of Teaching Reading* is designed to present a reading-specific model of instruction within the context of *The New Art and Science of Teaching* framework. We address each of the forty-three elements from the general model within the context of reading instruction and provide reading-specific strategies and techniques that teachers can use to improve their effectiveness and elicit desired mental states and processes from their students.



CHAPTER 2

Providing and Communicating Clear Learning Goals

The New Art and Science of Teaching framework begins by addressing how teachers will communicate with students about what they need to learn. This design area also includes elements related to tracking students’ progress and celebrating their success. Together, these three elements—(1) providing scales and rubrics, (2) tracking student progress, and (3) celebrating success—create a foundation for effective feedback. Here we describe how each element might manifest in a reading classroom.

Element 1: Providing Scales and Rubrics

Scales and rubrics articulate what students should know and be able to do as a result of instruction. The content in a scale or rubric should come from a school or district’s standards. As an example of how teachers might do this, Simms (2016) led a team of analysts at Marzano Research to organize standards from a wide range of sources into topics and articulate proficiency scales (also called learning progressions) for those topics in English language arts, mathematics, science, and social studies (a project called *The Critical Concepts*). Of the topics they articulated for English language arts, some pertain to reading and others pertain to writing; we list those related to reading in table 2.1.

Table 2.1: Critical Concepts K-12 Reading Topics

Measurement Topic	K	1	2	3	4	5	6	7	8	9–10	11–12
Decoding	X	X	X	X	X						
Phonological Awareness	X	X									
Print Concepts	X										
Analyzing Text Organization and Structure	X	X	X	X	X	X	X	X	X	X	X
Text Features	X	X	X								

continued →

Measurement Topic	K	1	2	3	4	5	6	7	8	9–10	11–12
Analyzing Main Ideas (K–2) Analyzing Ideas and Themes (3–12)	X	X	X	X	X	X	X	X	X	X	X
Analyzing Claims and Reasons (K–2) Analyzing Claims, Evidence, and Reasoning (3–12)	X	X	X	X	X	X	X	X	X	X	X
Analyzing Narratives	X	X	X	X	X	X	X	X	X	X	X
Analyzing Point of View (1–7) Analyzing Point of View and Purpose (8–12)		X	X	X	X	X	X	X	X	X	X
Analyzing Style and Tone											X
Comparing Texts	X	X	X	X	X	X	X	X	X	X	X
Analyzing Words	X	X	X	X	X						
Analyzing Language		X	X	X	X	X	X	X	X	X	X

Source: Adapted from Simms, 2016.

While the topics in table 2.1 (and their corresponding proficiency scales, which we describe in the following section) align to grade levels using standards documents as a guide, teachers may need to make adjustments for the specific needs of individual students. For example, the first three topics in table 2.1—(1) decoding, (2) phonological awareness, and (3) print concepts—represent fluency and word recognition. The standards align these topics to the early elementary grades (with decoding continuing until grade 4). However, following the recommendations in the introduction, teachers should determine a student’s current level of development relative to automatic word recognition. If students are at a level far enough above or below the content that the standards articulate for their grade level, they may need word recognition and fluency instruction that does not necessarily align with these designated standards.

For example, if a kindergarten student is already able to fluently read text, including multisyllabic words (such as *interesting*), he or she is likely in the full or consolidated alphabetic phase, and instruction in the content articulated for decoding, phonological awareness, and print concepts at kindergarten and first grade will be unnecessary. Such a student should spend as much time as possible reading text, practicing comprehension skills, and learning new vocabulary terms in order to make as much progress as possible in the time available. Modifications of this sort will likely require teachers to document the changes and obtain approval from parents and guardians, but they are necessary to avoid wasting students’ time by teaching them skills they have already mastered.

Alternatively, if a student in sixth grade is not able to phonologically recode reliably enough to read connected text, that student is likely at the pre- or partial alphabetic phase and needs intensive instruction in the alphabetic principle, phonemic and phonological awareness, and phonics, even though the standards do not articulate such content at sixth grade. Again, such modifications will likely require documentation and approval by parents and guardians but are critical to ensure that such a student doesn't spend further time missing out on the benefits of independent reading.

Returning to table 2.1, the next eight topics relate to comprehension and the final two relate to vocabulary (analyzing words and analyzing language). Fitting the idea that learners develop unconstrained skills more organically than constrained skills, the content of these ten topics spirals, slowly building on and extending the knowledge and skills that previous grade levels highlight. Therefore, while it may still be necessary to use an alternative proficiency scale based on a student's current level of knowledge and skill, it is not likely to happen as often as with skills related to word recognition and fluency.

Finally, any discussion of learning goals related to reading must address the fact that reading is both a content area (often referred to, with writing, as English language arts, or ELA) and a medium for learning in other content areas (for example, students read to learn in science, social studies, and mathematics). When teaching and assessing reading skills (as opposed to content knowledge), we recommend that science, social studies, and mathematics teachers use some of the same proficiency scales English language arts teachers use. Based on our synthesis of research regarding the strategies that experts in social studies, science, and mathematics use to read (see appendix C, page 177), we make the following recommendations.

- A social studies teacher might use reading proficiency scales for topics such as analyzing text organization and structure; analyzing claims, evidence, and reasoning; analyzing point of view and purpose; analyzing style and tone; and comparing texts.
- A science teacher might use reading proficiency scales for topics such as analyzing text organization and structure; analyzing claims, evidence, and reasoning; analyzing ideas and themes; and analyzing language.
- A mathematics teacher might use proficiency scales for topics such as analyzing text organization and structure and analyzing claims, evidence, and reasoning.

Scores given by content-area teachers and scores given by an ELA teacher to a student for a particular reading topic might be combined to determine the student's final score for that topic. For example, a science teacher and an ELA teacher might both use the proficiency scale for analyzing claims, evidence, and reasoning to assign a student the scores shown in figure 2.1 over the course of six weeks.

	9/18	9/22	9/28	10/6	10/19	10/26
ELA Teacher	2.0		2.5	2.5		3.0
Science Teacher		1.5	2.0		2.5	

Figure 2.1: Sample scores for analyzing claims, evidence, and reasoning.

The ELA teacher could confer with the science teacher before assigning a final score to the student for the topic of analyzing claims, evidence, and reasoning, using the science teacher's observations and assessments to influence her decision about the student's status. To clarify, content-area teachers should use their own proficiency scales (focused on their particular content) to score students on social studies, mathematics, or

science content. But they could use the ELA teacher’s proficiency scale to score students relative to their content-area reading skills.

We recommend that teachers use the scale in figure 2.2 to rate their current level of effectiveness with providing scales and rubrics.

Score	Description
4: Innovating	I adapt behaviors and create new strategies for unique student needs and situations.
3: Applying	I provide scales and rubrics, and I monitor the extent to which my actions affect students’ performance.
2: Developing	I provide scales and rubrics, but I do not monitor the effect on students.
1: Beginning	I use the strategies and behaviors associated with this element incorrectly or with parts missing.
0: Not Using	I am unaware of strategies and behaviors associated with this element.

Figure 2.2: Self-rating scale for element 1—Providing scales and rubrics.

Element 2: Tracking Student Progress

Tracking student progress in the reading classroom is similar to tracking student progress in any content area: the student receives a score based on a proficiency scale, and the teacher uses the student’s pattern of scores to “provide each student with a clear sense of where he or she started relative to a topic and where he or she is currently” (Marzano, 2017, p. 14). For each topic at each applicable grade level, teachers should construct a proficiency scale (or learning progression). Such a scale allows teachers to pinpoint where a student falls on a continuum of knowledge, using information from assessments. A generic proficiency scale format appears in figure 2.3.

4.0	More complex content
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	Target content
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	Simpler content
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Figure 2.3: Generic format for a proficiency scale.

The proficiency scale format in figure 2.3 is designed so that the only descriptors that change from one scale to the next are those at the 2.0, 3.0, and 4.0 levels. Those levels articulate target content, simpler content, and more complex content. Teachers draw target content from standards documents; simpler content and more complex content elaborate on the target content. For example, figure 2.4 shows a proficiency scale for comparing texts at the eighth-grade level (bold text indicates the target content drawn from standards documents).

4.0	The student will: <ul style="list-style-type: none"> • Compare the techniques two different types or genres of texts use to communicate similar themes (for example, read “A Poison Tree” by William Blake and “The Cask of Amontillado” by Edgar Allan Poe and compare the literary devices in both pieces and their portrayals of revenge).
3.5	In addition to score 3.0 performance, students have partial success at score 4.0 content.
3.0	The student will: <p>1—Describe the faithfulness of a live or filmed production to a source text (for example, describe how certain elements of the plot changed in the film adaptation of Louisa May Alcott’s <i>Little Women</i> and how these changes affect the themes present in the film).</p> <p>2—Describe how a work of fiction draws on character types, patterns of events, and themes from classic texts (for example, describe the common archetype of the underdog and explain how this character type is developed in texts such as Howard Pyle’s <i>The Merry Adventures of Robin Hood</i> or Charles Dickens’s <i>Oliver Twist</i> and how it relates to the biblical narrative of David and Goliath).</p> <p>3—Describe the advantages and disadvantages of expressing ideas in various media (including genres such as poetry, prose, and drama; for example, describe how the same story could be written as a script or a book, and describe how each form requires the writer to use different techniques to convey a theme).</p>
2.5	The student has no major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.
2.0	<p>1—The student will recognize or recall specific vocabulary (for example, <i>adaptation, observation, production</i>) and perform basic processes such as the following:</p> <ul style="list-style-type: none"> • Summarize observations gained while watching a film or live production. • Identify the characters, setting, and plot in both an original text and its adaptation. • Compare different plot elements from an original text and its adaptation. • Note any characters or events that are missing from or added to an adaptation of a text. <p>2—The student will recognize or recall specific vocabulary (for example, <i>archetype</i>) and perform basic processes such as the following:</p> <ul style="list-style-type: none"> • Classify a well-known character from a text or film as a specific character archetype (such as the hero, the mentor, the underdog, or the villain). • Identify a well-known story that follows an archetypal pattern of events (such as quest, revenge, or transformation). • Identify a text that conveys a thematic archetype (such as love conquers all, greed as downfall, loss of innocence, and coming of age). <p>3—The student will recognize or recall specific vocabulary (for example, <i>free verse, sestina, sonnet</i>) and perform basic processes such as the following:</p> <ul style="list-style-type: none"> • Describe the techniques a particular genre uses to communicate a story or idea. • Describe how a reader or viewer interacts with a particular medium. • Compare elements that differ between genres or media.
1.5	The student has partial success at score 2.0 content and major errors or omissions regarding score 3.0 content.
1.0	With help, the student has partial success at score 2.0 content and score 3.0 content.
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.
0.0	Even with help, the student has no success.

Source: Simms, 2016.

Figure 2.4: Proficiency scale for comparing texts at grade 8.

The three elements at the 3.0 level are closely related and therefore grouped together into a single topic. The 2.0 level articulates simpler content for each of these three elements, and the 4.0 level articulates a task that

students might use to demonstrate that they can make in-depth inferences and applications of the content that go beyond what teachers explicitly taught. For further guidance regarding the construction and use of proficiency scales, see *Formative Assessment and Standards-Based Grading* (Marzano, 2010a) and *Making Classroom Assessments Reliable and Valid* (Marzano, 2018). By clearly articulating different levels of performance relative to the target content, both teachers and students can describe and track students' progress. A line graph or bar graph of the data can be used to show students' growth over time.

From the perspective of reading instruction, there is a special consideration that reading teachers may want to incorporate into their tracking. Recall from the discussion of word recognition and comprehension in chapter 1 that reading researchers caution against waiting until students are able to decode to begin comprehension instruction (Duke & Carlisle, 2011). Rather, students should work on their comprehension through listening to texts until they are able to read independently. Because of this dynamic, students who are unable to read text independently may be making significant progress in *listening comprehension*, but a proficiency scale that measures *reading comprehension* may not reflect that growth. To monitor listening comprehension growth (while acknowledging that the ultimate goal is for the student to comprehend while reading independently), the teacher might maintain a tracking chart with two lines for each comprehension-related proficiency scale: one for listening comprehension and one for reading comprehension, as we show in figure 2.5.

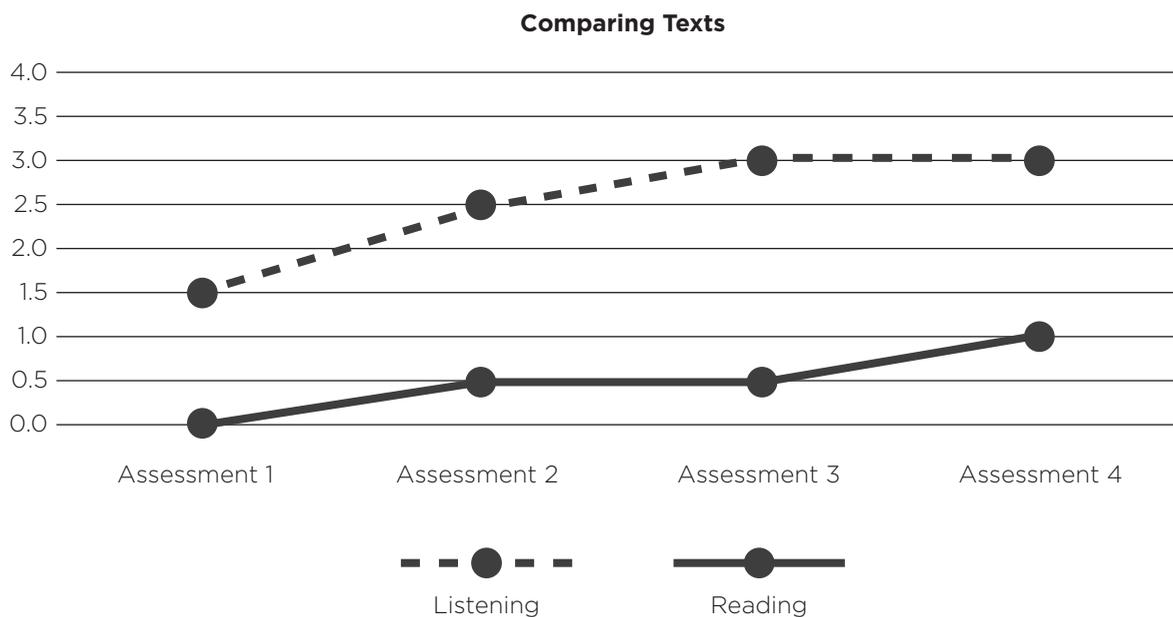


Figure 2.5: Sample listening and reading comprehension tracking chart for comparing texts.

Such an approach allows students to see their progress while recognizing that their eventual goal is to comprehend while reading independently.

We recommend that teachers use the scale in figure 2.6 to rate their current level of effectiveness with element 2, tracking student progress.

Score	Description
4: Innovating	I adapt behaviors and create new strategies for unique student needs and situations.
3: Applying	I track student progress, and I monitor the extent to which my actions affect student learning.
2: Developing	I track student progress, but I do not monitor the effect on student learning.
1: Beginning	I use the strategies and behaviors associated with this element incorrectly or with parts missing.
0: Not Using	I am unaware of strategies and behaviors associated with this element.

Figure 2.6: Self-rating scale for element 2—Tracking student progress.

Element 3: Celebrating Success

Celebrating success in the reading classroom should focus on students' progress on proficiency scales. That is, teachers should celebrate students for their growth on the proficiency scales. This may differ from what teachers traditionally celebrate in the classroom. For instance, a teacher might be used to celebrating how many books a student has read, or how many words per minute a student is able to read, or the level of text that a student is able to read independently. While there may be benefits to these types of celebrations, they are not as conducive to reliable measurement as progress on a proficiency scale.

To illustrate, consider the celebration of the number of books a student has read since the beginning of the year. Such a metric does not take into account a number of important factors, such as the length of each book, the difficulty of each book, or the literary value of each book. One student might read three *Harry Potter* books while another reads fifty books by Sandra Boynton. Clearly, counting the number of books fails to capture the nuances of this situation. Similarly, consider words per minute: one student might read one hundred words per minute but not remember or comprehend anything of what she read. Another student might read fifty words per minute but be able to chat intelligently about the content. Again, the words-per-minute metric fails to capture important data. Finally, think about text level. A student reading a high-reading-level book simply because it is “difficult” is not necessarily reading it for a meaningful purpose. And there are many high-quality picture books with complex characters and sophisticated plots that are easy to read. Add to such inconsistencies the inherent complexities of measuring text levels (see Graesser, McNamara, & Louwse, 2011; McNamara, Graesser, McCarthy, & Cai, 2014), and it becomes clear that reading level is not necessarily a reliable indicator of a student's reading skill. For these reasons, we recommend celebrating students' growth and final status using proficiency scales.

Figure 2.7 presents the self-rating scale for element 3, celebrating success.

Score	Description
4: Innovating	I adapt behaviors and create new strategies for unique student needs and situations.
3: Applying	I celebrate success, and I monitor the extent to which my actions affect students.
2: Developing	I celebrate success, but I do not monitor the effect on students.
1: Beginning	I use the strategies and behaviors associated with this element incorrectly or with parts missing.
0: Not Using	I am unaware of strategies and behaviors associated with this element.

Figure 2.7: Self-rating scale for element 3—Celebrating success.



GUIDING QUESTIONS FOR CURRICULUM DESIGN

When teachers engage in curriculum design, they consider this overarching question for communicating clear goals and objectives: *How will I communicate clear learning goals that help students understand the progression of knowledge I expect them to master and where they are along that progression?* Consider the following questions aligned to the elements in this chapter to guide your planning.

- **Element 1:** How will I design scales and rubrics?

- **Element 2:** How will I track progress?

- **Element 3:** How will I celebrate success?

Summary

Providing and communicating clear learning goals involves three elements: providing scales and rubrics, tracking student progress, and celebrating success. In the reading classroom, teachers may need to adjust the scales or rubrics they use with a student depending on the student's current level of skill. They may also decide to track different, but related, types of progress (such as listening versus reading comprehension) and should ensure that celebrations focus on appropriate measurements.