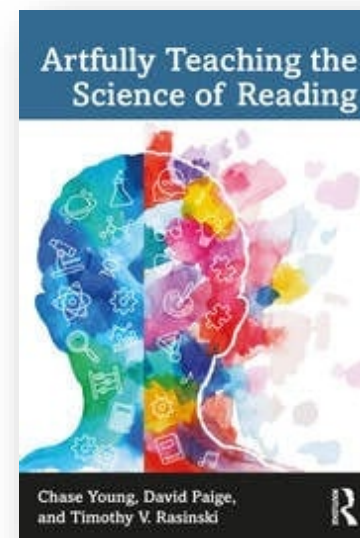


Authors' Study Guide

Artfully Teaching the Science of Reading

Chase Young, David Paige,
and Tim Rasinski



Chapter Notes	Points to Know	Points to Ponder
1: Teaching Reading: A Science, but Also an Art	<ul style="list-style-type: none">• Why a science-only approach may not be optimal.• What does it mean to be an artful teacher?• Key characteristics of artful teaching.	<ul style="list-style-type: none">• What do you hope to learn about teaching reading as an art and science?• Do you think it is possible to blend art and science?• What might make blending art and science in reading instruction challenging?• How might blending art and science improve reading instruction?

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2: Becoming a Scientific and Artful Teacher	<ul style="list-style-type: none"> • What is the foundation for artful teaching? • Why were the examples in the chapter considered artful? 	<ul style="list-style-type: none"> • Which examples helped you think more about your own artful instruction? Why? • What other examples can you think of that blend science and art in reading? • How do you plan to “be that teacher?”
3: Artful Teaching of Phonemic Awareness	<ul style="list-style-type: none"> • What is the difference between phonological and phonemic awareness? • What is a phoneme? • How does phonemic awareness connect to language? • Why is phonemic awareness critical to learning to read? • How do children benefit from learning nursery rhymes? • Phonemic awareness has a predictable development based on letter order within a word. 	<ul style="list-style-type: none"> • A kindergarten teacher has implemented syllable segmentation activities with her students. Are her students sufficiently prepared for phonics instruction? • Is it best to integrate phonemic awareness instruction with alphabet knowledge or to teach each on a “stand-alone” basis? Why? • Explain why Elkonin boxes are helpful for teaching children? • Turtle talk emphasizes the slow pronunciation of phonemes. What does this have to do with decoding words?

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4: Artful Teaching of Phonics	<ul style="list-style-type: none"> • What is phonics? • How is it different from phonemic awareness? • What are the various approaches identified by the authors for teaching phonics? • Developmental spelling is referred to in the book as <i>developmental phonics</i> because it roughly reflects a child’s acquisition of letter-sound relationships due to instruction. • Several “advantages” are identified by the authors that privilege faster learning of some letters over others. • The authors discuss several <i>universal</i> strategies for teaching phonics that include word sorts, making words, and word ladders. 	<ul style="list-style-type: none"> • Alphabet knowledge, phonemic awareness and phonics are interactive processes • Identify when a synthetic or analytic approach to phonics is most helpful. • The authors discuss developmental spelling as progressing across alphabet, pattern, and meaning sequences. How are these distinguished from each other? • When learning letters, teaching several letters a week and a distributive practice approach are recommended. How are these two connected? • Explain what makes a strategy “universal?” • What do the universal strategies mentioned in the book have in common?
5: Artful Teaching of Reading Fluency	<ul style="list-style-type: none"> • Components of reading fluency. • Why fluency is important. • Teaching fluency is more than encouraging students to read fast. • Oral performance of texts is an artful approach to fluency development. 	<ul style="list-style-type: none"> • Why is oral reading (and performing texts meant to be read orally) important? • Share examples of where language meaning can be altered by prosody (expression). • Share examples (or possibilities) of using assisted reading in your classroom. • Share examples (or possibilities) of having students read, rehearse, and perform readers theater scripts, poems, and other such texts in your classroom. • To what extent are difficulties in fluency a cause of other problems in reading?

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6: Artful Teaching of Vocabulary	<ul style="list-style-type: none"> • Vocabulary is learned through conversation, reading and direct instruction. • The extent of one’s vocabulary begins in the earliest years of life. • Vocabulary is acquired in a known sequence. • The authors recommend caution regarding the learning of new words from context. • Caution is recommended regarding the learning of new words from context. • Teachers can help make words “sticky” by providing students with multiple opportunities to use new words. • The easiest way to teach students about word root and their meanings is to directly teach them and demonstrate how they are found in many words . • Put word meanings into context using examples. 	<ul style="list-style-type: none"> • Why is vocabulary instruction critical in content classes? • Explain the relationship between knowledge and vocabulary. • Why is it suggested that many students lack the “necessary strategies” to learn words from text? • How is it that students can extend their schema about a topic when exploring new words? • Why are tools such as word maps, concept maps, etc. so powerful? • Why are the Four Es similar to a universal learning strategy?
7: Artful Teaching of Comprehension	<ul style="list-style-type: none"> • What is comprehension and what does it mean to understand a text that was read? • Comprehension is fostered when students are asked to do something with what they have read.. • Background knowledge is critical to understanding what is read. • Making predictions, visualization, discussion, and writing about what has been read allows readers to blend their background knowledge with information gleaned from their reading. 	<ul style="list-style-type: none"> • Share your own experiences where you have misinterpreted (miscomprehended) a text. What caused the misinterpretation? • Describe actual or possible examples of classroom projects in which use what they have read to complete a project. • What are ways that teachers can build students’ background knowledge for reading? • How is inferential comprehension an interaction between background knowledge and information in the text? Give example of inferences made in reading? How can inferential comprehension be fostered?

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8: Artful Assessment of Reading	<ul style="list-style-type: none"> • The relevant stages of reading development related are Prereading, Initial Reading and Decoding, Conformation and Fluency, and Reading for the Learning of the New • What are some important concepts about print? • Students should be assessed whether they can manipulate sounds including, isolating, blending, segmenting, deleting, and rhyming. • What are some ways to assess students' phonics proficiency? • All components of fluency should be assessed, including accuracy, automaticity, and prosody. • The main goal of reading is comprehension, and therefore should be assessed in various meaningful ways. 	<ul style="list-style-type: none"> • How do the proposed stages of reading development inform assessment? • What are some artful ways to assess phonics? • Why is it important to measure all of the components of fluency? • Recall the examples of artful comprehension assessment; in what other ways might you artfully assess comprehension?
9: Artful Approaches to Home and Family Reading	<ul style="list-style-type: none"> • It is assumed that involving families in their children' reading development is critical for children's success. • It is also assumed that family involvement can be more than the typical spelling lists to be memorized at home, worksheets for homework, etc. • There are artful ways to invite parents to foster their children's development in all major competencies in reading. 	<ul style="list-style-type: none"> • Identify five ways families are important for students' reading development. • Share ways in which you involve families in developing and reinforcing the key reading competencies in your classroom? • What are ways in which family involvement and connections can be fostered at the school level?

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<p>10: Using Reading Models, Theories, and Research to Develop Effective and Artful Reading Instruction and Interventions</p>	<ul style="list-style-type: none"> • The simple view of reading is a combination of language comprehension and decoding results in reading comprehension. • The authors offered the engaged reading model: Fluency + comprehension + motivation=engaged reading • Artful instruction should be based on scientific evidence and supported by a reasonable theory that suggests it works. 	<ul style="list-style-type: none"> • The purpose of the chapter to empower teachers to use their knowledge of theories, research, and experience to develop their own effective and artful approaches to reading instruction. Did the authors succeed with this purpose? Why or why not? • Think about your instruction, what models and theories are prominent in your teaching? • Think about one aspect of your own instruction and curriculum. How might you revise it to be more artful?