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The New Art and Science of Teaching Writing

By Kathy Tuchman Glass and Robert J. Marzano

Study Guide

This study guide is a companion to the book *The New Art and Science of Teaching Writing* by Kathy Tuchman Glass and Robert J. Marzano. *The New Art and Science of Teaching Writing* 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 writing.

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.

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Chapter 1

Providing and Communicating Clear Learning Goals

1. What three elements does this chapter focus on? Provide a short description of each.
2. What are the qualities of well-made proficiency scales, and what are their benefits? How does a scale like this reflect a continuum of learning targets in the classroom?
3. How can a combination of well-made proficiency scales clearly lay out the overall focus for any comprehensive writing assignment? Create a scale that might work in this way.
4. Describe the three necessary elements that all rubrics share and how they are used for rubrics in the teaching of writing in particular.
5. How can educators implement routines for using the targets and scales they have created? How do checklists play into this?
6. What are the three different types of assessment? Explain each and provide examples of their use.

7. What is the benefit of celebrating student success, and how might you do so in your classroom?

Chapter 2

Using Assessments

1. Briefly describe the two elements that this chapter focuses on.
2. Provide examples of basic self-rating scales for elements 4 and 5, and describe how to use these scales.
3. What purposes do formal and informal assessment serve, and what are the unique benefits of each?
4. What two specific strategies for informal assessment does this chapter present? Provide examples of each and work through the pros and cons of each.
5. What three strategies of formal assessment does this chapter recommend? Explain the implementation of each of these strategies, as well as the benefits and possible cons of each.
6. Choose one of the formal or informal assessment strategies in this chapter, and work through how you might implement it in your classroom. How might this strategy uniquely benefit your students? What specific challenges might you face?

Chapter 3

Conducting Direct Instruction Lessons

1. What are the constituent elements of direct instruction lessons? Explain each element and its purpose.
2. What two strategies can educators use to plan the chunking of content, and how should they implement these strategies? What is the benefit of using preassessment data to plan and process the chunking of content?
3. What role does the teacher play in assisting students as they process content, and what are some strategies for playing this role?
4. Define *parallelism* and explain how it applies to concept attainment.
5. Why should educators allow students to record content that they have processed and then represent it in new ways? What strategies can educators utilize to give students the writing skills necessary to record and represent content? Explain each and its benefits.

6. How might you, as an educator, conduct a direct instruction lesson using the elements and strategies provided in this chapter? What challenges might you encounter, and how will your students benefit in particular?

Chapter 4

Conducting Practicing and Deepening Lessons

1. Define *procedural knowledge* and *declarative knowledge*. Explain their qualities and differences, as well as their importance in writing.
2. What are the three constituent elements of conducting practicing and deepening lessons in the writing classroom?
3. What strategies should an educator use to assist students in honing their procedural knowledge through structured practice lessons? Briefly describe the implementation, qualities, and benefits of each strategy.
4. Why should students examine the similarities and differences of two items related to procedural or declarative knowledge? In what ways can educators develop an environment where students can do this sort of examination?
5. While conducting practicing and deepening lessons, why should educators encourage students to examine the errors in their reasoning? What strategies can educators use to aid students in examining their own and others' reasoning?

6. Using the strategies and methods of instruction in this chapter, how might you, as an educator, conduct a practicing and deepening lesson in your classroom?

Chapter 5

Conducting Knowledge Application Lessons

1. What are knowledge application lessons, and what elements are most important to these lessons?
2. Explain how an educator can engage students in cognitively complex tasks. What strategies and techniques can educators implement to engage students in these tasks?
3. List and define the several techniques that educators can utilize to provide students with resources and guidance as they apply learned knowledge.
4. What strategies can teachers implement to instruct students and guide them through developing their own arguments using knowledge they have acquired?
5. As an educator, how would you guide students through the process of creating and defending their own arguments? How might this process be unique in your writing class?

Chapter 6

Using Strategies That Appear in All Types of Lessons

1. Explain the benefit of having strategies that appear in all types of lessons. What elements are most significant to these types of universal lessons?
2. How might previewing strategies and activities in class be beneficial in general and in the teaching of writing specifically?
3. What strategies are most useful for highlighting critical information? How would you implement these strategies in your classroom?
4. Which strategies for reviewing content might you implement in your classroom, and what are their unique benefits?
5. As an educator, how can you assign purposeful homework? What type of homework assignments are the most beneficial for teaching writing?
6. Describe the act of elaboration. What are the benefits of elaboration, and what strategy is useful in implementing elaboration in the classroom?

7. Briefly describe the various strategies available to writing teachers that will assist them in effectively organizing students into interactive groups.

Chapter 7

Using Engagement Strategies

1. As an educator, how do you notice and respond when students are not engaged? Describe the manner in which you might re-engage students and increase student engagement in class.
2. Explain the purpose and benefits of using physical movement in order to engage the classroom. What are some strategies for integrating physical movement in the classroom?
3. Why would educators demonstrate intensity and their own enthusiasm? Why would an educator do this?
4. What effect can presenting unusual information have on students? Define some strategies that educators can use to effectively present unusual information to students.
5. What is friendly controversy? How can controversy and disagreement be useful in the classroom?
6. When and why should students have opportunities to talk about themselves? How might an educator provide these opportunities?

7. What impact does intrinsic motivation have on students? What strategies can teachers use to motivate and inspire students?

Chapter 8

Implementing Rules and Procedures and Building Relationships

1. Which elements of implementing rules and building relationships are most important in the teaching of writing?
2. How does the physical layout of the classroom affect students' ability to learn?
3. Explain the importance of uncovering your students' backgrounds and personal interests. Describe some strategies useful in developing an understanding of students' backgrounds and interests.
4. How might an understanding of student culture increase student learning in the writing classroom?
5. What role do surveys and questionnaires play in curriculum design? How might a class curriculum change given the inclusion of surveys and questionnaires?
6. Which of the strategies explained in this chapter would you utilize and find most useful in your classroom, and why?

Chapter 9

Developing Expertise

1. Explain the importance of developing your own expertise as an instructor. What effect does an instructor's expertise have on students' learning ability?
2. What is the first step in the process of developing expertise? Explain the purpose of this step and how an educator should conduct this step.
3. After conducting a self-audit, how should an instructor select elements and strategies to focus on in professional and personal development?
4. Define *deliberate practice*. How and why should an instructor practice deliberately? What role does deliberate practice play in the process of self-assessment?
5. What is continuous improvement, and how should an educator engage in it?
6. Apply the four-step process of developing expertise to yourself. Conduct a quick self-audit, and identify some elements and strategies that you believe you would benefit from focusing on. What benefits do you see from this process, and what difficulties or challenges might you run into?