WOTP Mentoring Community of Practice

March 29, 2022

Material Creation

WOTP Mentoring Community of Practice is made possible through funding from the Entente Canada-Québec

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Administrative Stuff

- Please ensure that you sign in, as this is how your school board will claim for your substitution costs.

- If you wish to visit a colleague at his/her school, you are welcome to do so, and the Mentoring project can support this. However, please ensure that you speak with your WOTP Consultant and Marsha first.

NEW Reading Resource
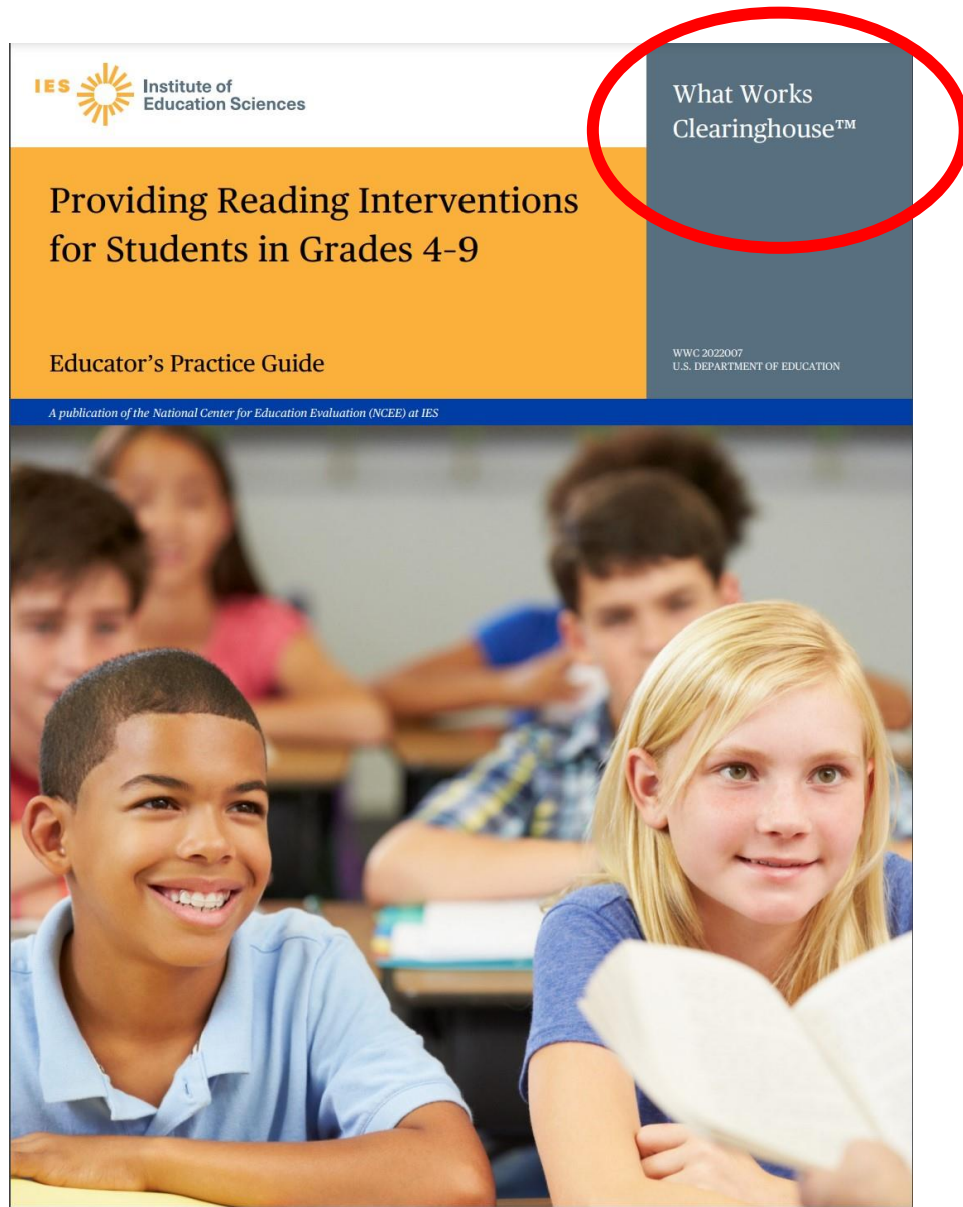
Table I.1. Recommendations and corresponding levels of evidence

Practice recommendation	Level of evidence		
	Minimal	Moderate	Strong
1. Build students' decoding skills so they can read complex multisyllabic words.			✓
2. Provide purposeful fluency-building activities to help students read effortlessly.			✓
3. Routinely use a set of comprehension-building practices to help students make sense of the text.			✓
4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information.		✓	

How to use this practice guide

The panel suggests that the practices recommended in this guide be used selectively to meet students' individual needs to help them improve their reading. Users are encouraged to adapt the guidance as needed to accommodate varied reading levels, intervention programs, and settings in which they work.

For each of the four recommendations in this guide, we include the following:

- **Recommendation:** This guide includes details about each of the recommended practices and a summary of the evidence supporting the recommendations. **Appendix C** contains a detailed rationale for the level of evidence with supporting details from individual studies.

- **How to carry out the recommendation:** This guide outlines specific steps teachers can use to implement the recommended practices. This guidance is informed by the studies that support the recommendations in concert with the panel's expertise and knowledge of reading instruction and intervention. Examples are included to give the reader ideas for how to implement the recommended practices. Examples are not intended to endorse specific products for purchase.

- **Potential obstacles and the panel's advice:** The guide offers guidance for addressing potential challenges to implementation.

Clear and Explicit

Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words

As students progress in school, words that appear in grade-level texts become more difficult to read.[1] In early-elementary grades, texts often include underlined monosyllabic words, such as *bat* and *ball*, as well as simpler multisyllabic words, such as *outside* and *under*. By upper-elementary and middle school grades, texts include more complex multisyllabic words, such as *disorganization* and *equilibrium*.[2] Many of these difficult multisyllabic words are essential for understanding the meaning of the texts.[3] For that reason, adequate word-reading skills are essential for understanding the more complex texts that appear in these higher grade levels.[4]

When confronted with unfamiliar and complex multisyllabic words, students with reading difficulties often read words incorrectly.[5] Students may, for example, recognize the beginning letters and guess the rest of the word, rather than sounding out the entire word. A student might see ambi- in the word *ambiguous* and read *ambitious* or see disapp- in the word *disappoint* and read *disappear*. Students need to learn how to tackle the difficult task of reading an unfamiliar word.[6] Successfully tackling difficult words will improve students' ability to read and understand texts, build students' confidence in reading grade-level texts, and improve students' interest and motivation in reading.[7]

The WWC and the expert panel assigned a strong level of evidence to this recommendation based on 32 studies

examining the effectiveness of multisyllabic word-reading instruction.[8] Seventeen of the studies meet WWC standards without reservations,[9] and 15 studies meet WWC standards with reservations.[10] See **Appendix C** for a detailed rationale for the Level of Evidence for **Recommendation 1**.

The goal of this recommendation is to prepare students with the skills needed to break apart and accurately sound out multisyllabic words. Steps 1 and 2 in this recommendation provide the knowledge students need to accurately sound out words. Step 3 involves spelling practice to solidify students' understanding of the vowel and consonant letter-sounds and combinations that make words. Step 4 ensures that students have adequate opportunities to practice reading words not only in isolation, but also in sentences and in passages, to build increasingly automatic word recognition skill. Together these steps will help students accurately read multisyllabic words.

How to carry out the recommendation

1. Identify the level of students' word-reading skills and teach vowel and consonant letter-sounds and combinations, as necessary.

It is important to gauge students' word-reading abilities to determine where to begin instruction. Ideally students' word-reading skills would be assessed prior to the intervention, and information from the assessment would be used to place students with similar needs in intervention groups.

Use students' performance on a underlined word-list reading measure to get a sense of the word-reading skills of the students in each intervention group.[11] If students' scores on a word-list reading measure are not available, ask students to read a list of regular and irregular words. Many intervention programs provide lists to help teachers gauge students' reading abilities and determine where they should start in the program. An underlined oral reading fluency measure will provide more information about how words with the same kinds of vowel and consonant letter-sounds and combinations are read in the context of sentences and paragraphs.[12] Use the performance of the students in the group to determine which intervention groups need additional work in common vowel and consonant letter-sounds and combinations, and which do not.[13]

- For students who are having difficulty identifying sounds that are made by common vowels and consonants and their combinations, spend more intervention time reviewing or reteaching common vowel and consonant letter-sounds and combinations.[14]

- For students who have mastered the simpler common sounds and combinations, teach advanced vowel and consonant combinations, such as -dge in *dodge* and vowel teams with 3 or 4 letters standing for a single sound such as -ough in *thorough*. For students who can apply these understandings to complex two-syllable words, introduce three-syllable words to expand their application.

- If a student demonstrates mastery of both simple and advanced letter combinations, they do not need a word-reading intervention. These students may still benefit from remediation in vocabulary and/or comprehension.

Students need a solid mastery of vowel and consonant letter-sounds and combinations to read longer, more difficult words.[15] **Resource 1.1** provides a list of important sounds students need to learn.

Resource 1.1. Common vowel sounds and vowel combinations

long vowel sound	vowel sound as in *me*, *labor*, *polar*
short vowel sound	vowel sound as in *cap*, *digger*
vowel-consonant-e	"e" makes the vowel sound long as in *cake*, *mistake*
vowel combinations oa, ea, ee, ai	long vowel sounds as in *boat*, *remain*, *teachable*
vowel diphthongs oi, oy, ou, ew	vowel sounds as in *toy*, *destroy*, *newsworthy*
r-controlled vowels	vowel sound as in *car*, *fur*, *personable*
consonant-le	consonant sound as in *battle*, *belittle*

Recommendation 3, Part C: Teach students a routine for determining the gist of a short section of text

Generating the gist of a short portion of text is an essential component of building students' comprehension. A gist statement is a synthesis of the most important information in a short one- or two-paragraph section of the text. Some refer to it as the main idea.[122] Gist statements can help students understand what they read and remember the most important information. Generating the gist provides an opportunity for students to separate important information from irrelevant information and to integrate important ideas and connections in the text to determine what the author meant.[123]

Students may also benefit from recording their gist statements in their log to keep track of the important information as they read.[124] Keeping track of the gists of a text can help students study or complete work related to the text.

This part of **Recommendation 3** discusses a routine for figuring out the most important information in the text and generating a gist statement. The recommendation also includes ways to use the structure of the text to inform the gist statement.

How to carry out the recommendation

1. Model how to use a routine to generate gist statements.

Having several easy steps to follow in a routine will help students break the process of generating a gist into manageable tasks. Identifying the important information in the text can help students with other tasks, such as answering comprehension questions.[125] **Resource 3C.1** includes a routine that students can use to generate a gist statement.[126] **Resource 3C.2** clarifies how to mark important information in the text.

Teach students a routine they can use to generate gist statements. Most routines will include a step for determining who or what the passage is about and the most important information. Determining who or what the passage is about can be difficult. It might be helpful to tell students to look for words that appear frequently in the text and to look at the words that appear in the title, headings, and charts or diagrams. To determine which information is most important, it might be helpful to tell students to look for information related to who or what the passage is about.

Word Reading-Fluency-Sentence/Paragraph Comprehension
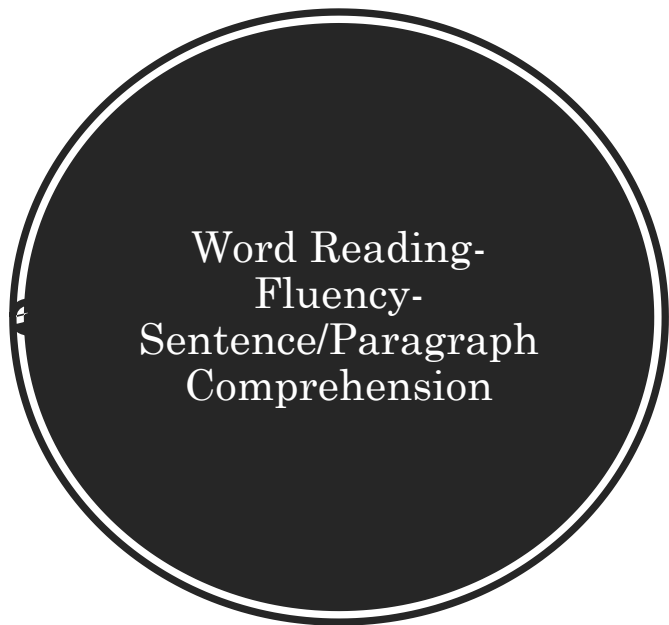
Recommendation 3, Part C

Resource 3C.1. Routine for generating a gist statement

1. Identify and mark the most important person (referred to as the *who*), place, or thing (referred to as the *what*) in a section of text.

2. Mark and then list the important information about the most important person, place, or thing.

3. Synthesize or piece together the important information to formulate a gist statement.

4. Write the gist statement in your own words.

5. Check that the gist statement includes all the important information in a short, complete sentence that makes sense.

Resource 3C.2. Marking the text

In this practice guide, the panel recommends marking words or phrases that students do not understand or cannot read. The panel also recommends marking important information in the text, so it is easy to find and refer back to. Marking can be done by circling, underlining, highlighting, or any other method a teacher prefers. Choose any method for marking. Ensure that one method is used for difficult words or phrases and a different one is used for important information. Use the same methods consistently in all lessons. When students use electronic texts, the platforms may allow for consistently marking the text.

At first teachers can mark the text for students to see. Students can mark their text as the class works together. Over time, the responsibility of marking the text can shift to students, so they can learn to mark text when they are reading independently.

Model how to generate the gist using the routine for several different types of text. Explain the reasons why information in the text is identified as important for generating the gist. **Example 3C.1** outlines how a teacher would model generating a gist statement with the routine in **Resource 3C.1**. The teacher gradually involves students in completing each step by asking the students what they would do next and their reasoning for each decision. At the end of the example, the teacher asks students to write the relevant information in a graphic organizer.

Example 3C.1. Teacher modeling how to generate a gist statement for a group of students

Teacher: *Today I will be teaching you how to generate the gist statement of a paragraph. Gist is another word for main idea. Spending time figuring out the gist of the paragraph will help you remember the important information that you read. Let's look at the routine again. First, we will determine who or what the paragraph is about. Then we will identify the most important information about the who or what. Then we will synthesize that information. Synthesizing is when we put the information together. Then we can write one short gist statement that helps us remember the most important information in a section of text.*

We don't have to use the exact language that the author used to do this. In fact, it is usually helpful to come up with our own words to describe the gist. Finally, we will check the gist statement to make sure it includes the important information and is a short, complete sentence that makes sense.

The teacher reads the passage aloud.

> Mohandas Gandhi was born October 2, 1869, in India. He went to college in London, England, to become a lawyer. Gandhi was dismayed with the way England treated the people of India. He believed that the government of England could be persuaded to change without violence or force. For example, when England taxed Indian salt in 1930, Gandhi and thousands of Indians walked more than 100 miles to the sea to make their own salt so they wouldn't have to pay the taxes on salt if they bought it in the market. When Gandhi reached the sea, he was arrested. Gandhi spent years of his life in jail. Because he wanted to be a good role model for his country's people, whenever he heard his followers were acting violently, he stopped eating. When he stopped eating, some people paid attention and stopped acting violently.

Teacher: *First, I need to figure out who or what this paragraph is about. I see Gandhi mentioned five times, and I think the "he" in four other sentences refers to Gandhi.*

The teacher circles the five places where Gandhi appears.

Teacher: *Gandhi must be who this paragraph is about because he is mentioned so frequently. This paragraph is about Gandhi because most of the sentences include his name or information about him. My next step is to list the most important information about Gandhi. I need to look for information that is repeated or emphasized and relates to Gandhi.*

The teacher lists the important pieces of information on the board and explains that the information was described in several sentences. The teacher highlights each statement that contains important information. The teacher also discusses why other ideas in the paragraph are not important or central to the gist of the paragraph.

Most Important Information:

1. Gandhi was upset that the people of India were not being treated well by England.
2. Gandhi believed that changes could happen without violence or force.
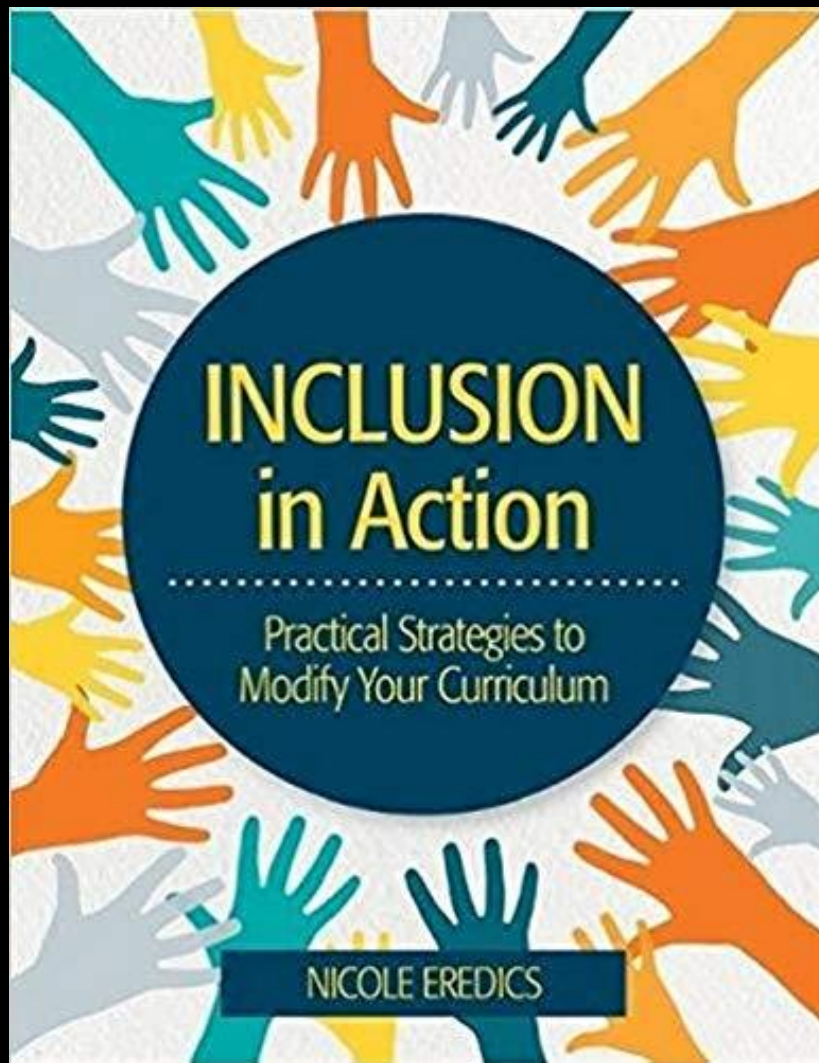3. Gandhi spent time in jail and stopped eating.

Information that is not Important:

1. Gandhi was born October 2, 1869, in India.
2. He went to college in London, England, to become a lawyer.

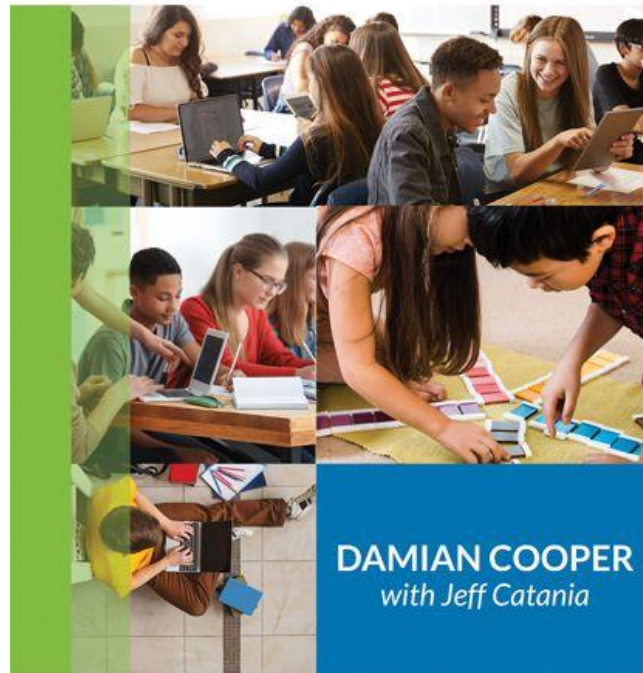Pointing to the most important information, the teacher synthesizes all this information.

REBOOTING ASSESSMENT

A Practical Guide for Balancing Conversations, Performances, and Products
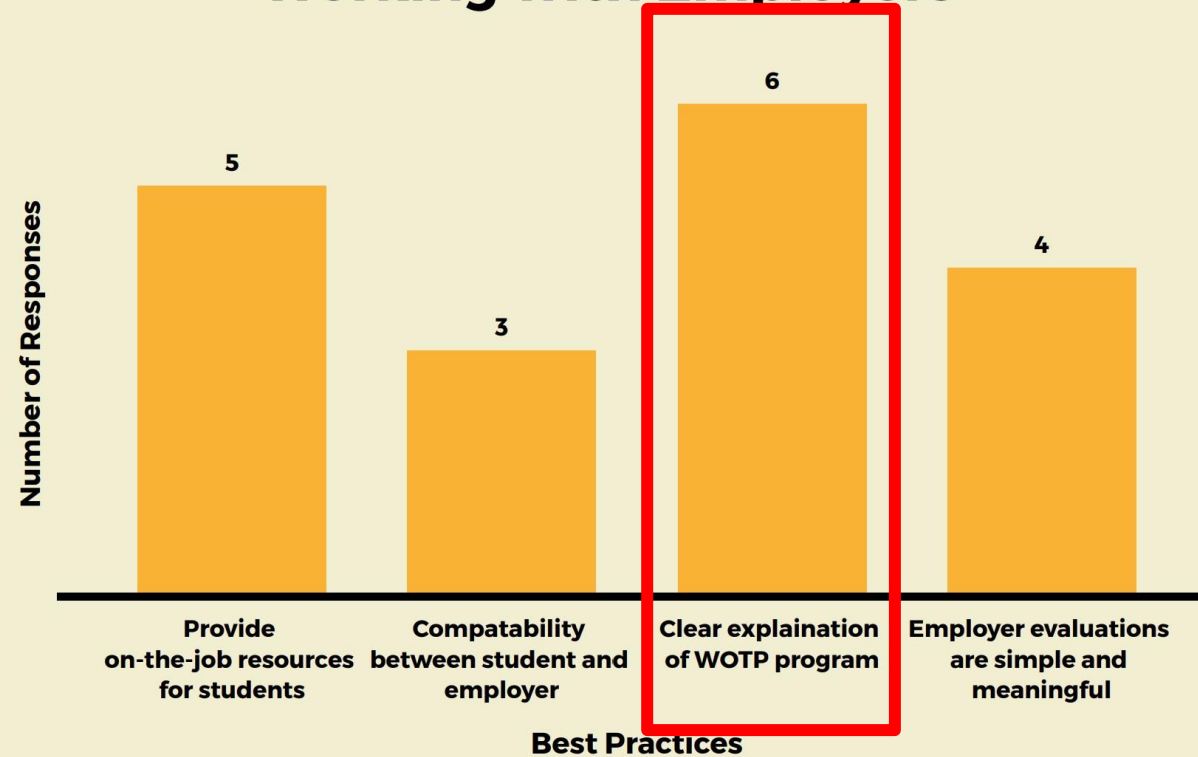
DAMIAN COOPER

with *Jeff Catania*

Overview of the Session

1. **Introductions and Overview | 1:00PM-1:45PM**

2. **Recruitment | 1:45PM-2:15PM**

3. **Health Break | 2:30PM-2:45PM**

4. **Welcome Package| 2:45PM-3:45PM**

5. **Final Thoughts and Wrap Up | 3:45PM-4:00PM**

WOTP Info for Employers

Goals of today's session

- Examine varying ideas and viewpoints
- Discuss and define on "standard" content, format, etc.
- Note topics that may be school/school board specific
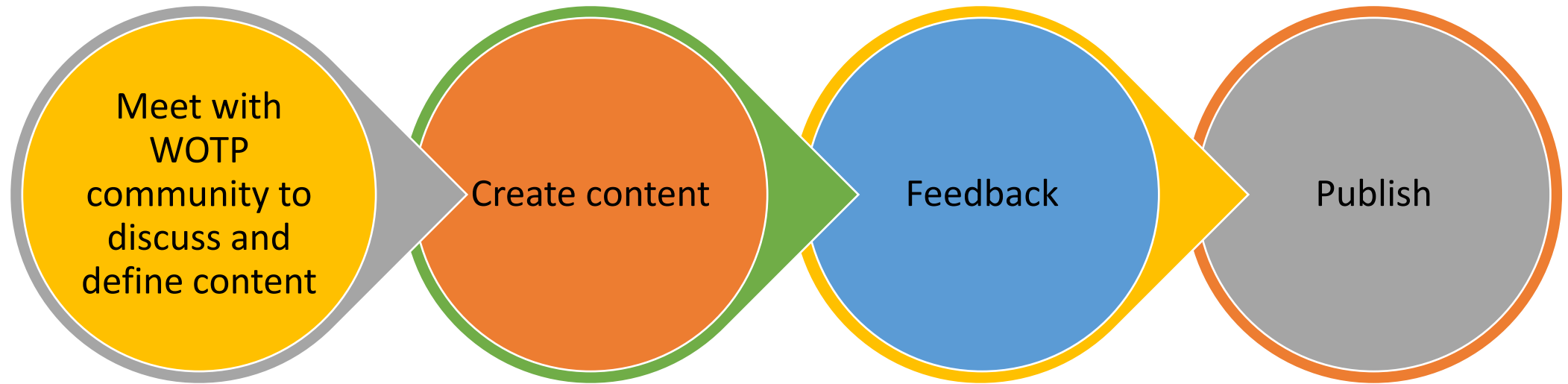
Process

CLEAR,
EXPLICIT
and
DIRECT

What already exists?
What are you doing at your school?
What is working? What is not?

Recruiting Employers vs. Welcome

What is the goal of each interaction?
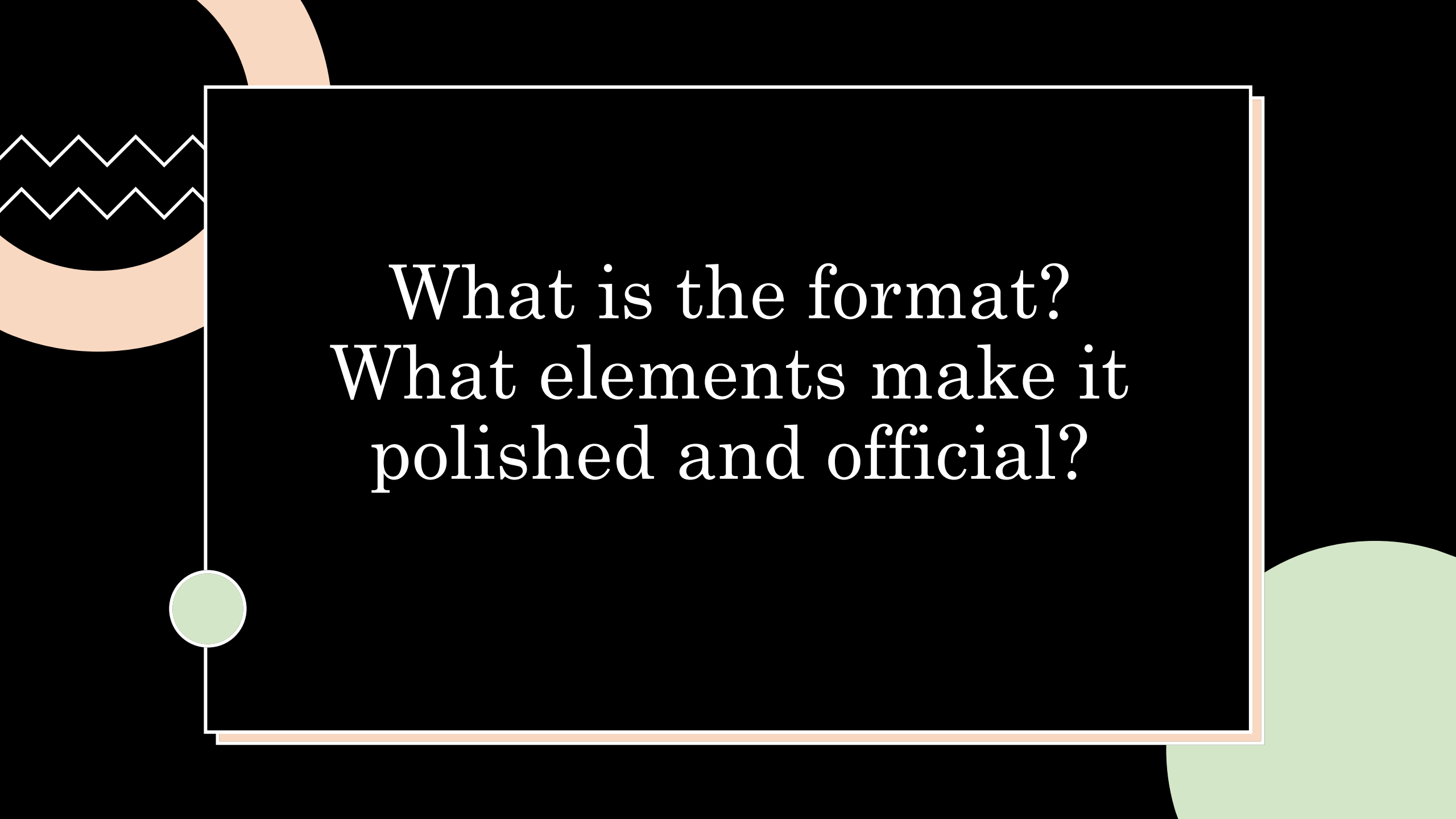
Recruiting Employers

What are the non-negotiables, good to know and school specific?
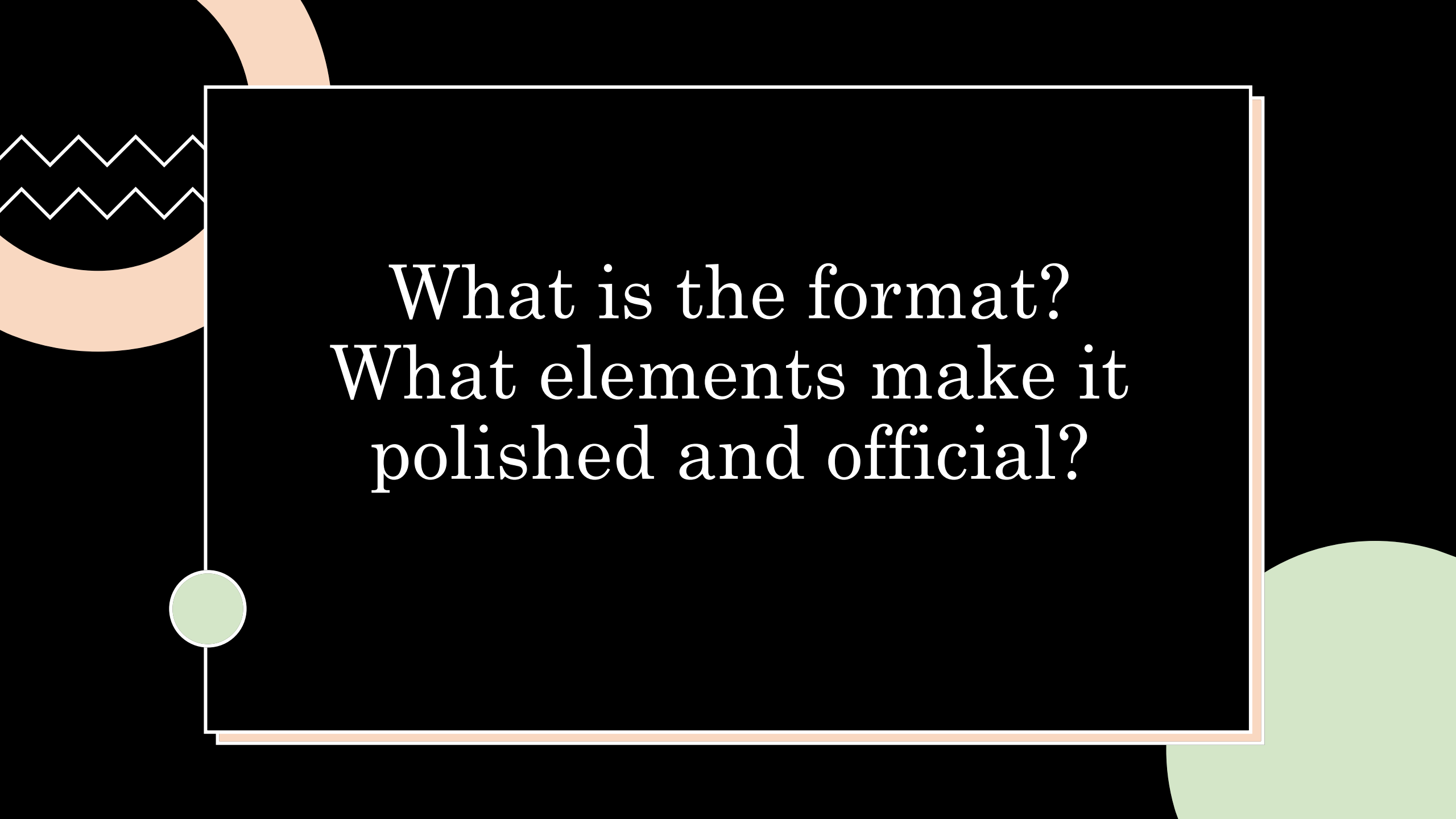
RECRUITMENT

Health Break!

Welcome Package

What are the non-negotiables, good to know and school specific?

Welcome Package

What is the format? What elements make it polished and official?

Please don't forget to complete the EXIT CARD!

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