

STAFF DEVELOPMENT COMPONENT INFORMATION

COMPONENT TITLE: Reading Comprehension Strategy #5—Determining Importance and Synthesizing Information

IDENTIFIER NUMBER: 1013015

MAXIMUM POINTS: 60

GENERAL OBJECTIVE: Professional development in determining “importance” as a reading comprehension strategy to expand and synthesize understanding of text. Participants should have a working knowledge of effective comprehension strategies.

SPECIFIC OBJECTIVE:

Within the duration of this component, participants will:

1. identify and explain determining importance as a comprehension strategy.
2. demonstrate knowledge of using schema (prior knowledge) to determine importance in reading.
3. demonstrate knowledge of over-viewing to determine importance.
4. demonstrate knowledge of the relevance of teaching non-fiction text-features to determine importance.
5. demonstrate knowledge of recognizing literary elements of fiction texts to determine importance.
6. demonstrate knowledge of effective high-lighting to determine importance.
7. demonstrate knowledge of writing relevant information from text to determine importance.
8. synthesize and note how the sifting and sorting of information changes thinking and deepens comprehension when reading non-fiction text.
9. examine how to involve and engage students in using determining importance as a comprehension strategy applying the gradual release of responsibility model.
10. investigate various research-based best practices about how proficient readers use determining importance as a comprehension strategy.
11. analyze students’ application of determining importance in a variety of contexts (independent, small and whole group).
12. summarize how using determining importance as a comprehension strategy helps readers discriminate between relevant and non-relevant information.
13. demonstrate an understanding of synthesis as an evolving comprehension strategy.
14. demonstrate an understanding of synthesis to form an individual comprehensive perspective.

PROCEDURES:

Participants will:

1. actively participate in professional development opportunities.
2. read research-based best practices from a variety of current academic journals and texts.
3. simulate modeled lessons.
4. observe specified content via video/technology.
5. engage in small-group directed activities.
6. record reflections.

FOLLOW-UP ACTIVITIES:

Participants will apply their learning by: (minimum of three)

1. providing written reflections.
2. gathering student work samples.
3. developing a portfolio.
4. publishing an article, newsletter, or best practice stating impact to student achievement as a result of implementation.
5. collecting and sharing of data.
6. providing notes of modeled lessons, mentoring, collegial conversations and/or coaching.
7. conducting a study group (agenda, notes).

EVALUATION OF PARTICIPANTS:

Participants must demonstrate a mastery of the component's specific objectives as measured by assessments, or other valid measures.

The participants will demonstrate mastery of specific objectives as indicated by valid measures of performance as required in Florida Statute 231.508 (1) .

COMPONENT EVALUATION:

Participants and instructors will assess the degree to which the activities addressed the specific objectives and will make recommendations for revisions through a component evaluation.