

STAFF DEVELOPMENT COMPONENT INFORMATION

COMPONENT TITLE: Reading Comprehension Strategy # 4—Inferring Meaning

IDENTIFIER NUMBER: 1013010

MAXIMUM POINTS: 60

GENERAL OBJECTIVE: Professional development in inferring meaning as a reading comprehension strategy to expand and deepen understanding of text. Participants should have a working knowledge of effective comprehension strategies.

SPECIFIC OBJECTIVE:

Within the duration of this component, participants will:

1. demonstrate an understanding of and explain inferring meaning as a comprehension strategy used to draw conclusions and to form interpretations about text.
2. demonstrate knowledge of the role of schema (prior knowledge) to infer meaning.
3. demonstrate knowledge of the role of visualization (creating mental images) to infer meaning.
4. demonstrate knowledge of the role of using textual clues to infer meaning.
5. demonstrate knowledge of the role of using questioning to infer meaning.
6. demonstrate knowledge of the role of predicting to infer meaning.
7. synthesize how the blending of schema, visualization, textual clues, questioning and predicting is used to infer meaning from text.
8. demonstrate the use of various strategies and tools to teach readers to go beyond the words on the page and read between the lines for information not explicitly stated in the text.
9. investigate various research-based best practices about how proficient readers use inferring meaning as a comprehension strategy.
10. analyze students' application of inferring meaning in a variety of contexts (independent, small and whole group).
11. examine how to involve and engage students in the process of using inferring meaning as a comprehension strategy applying the gradual release of responsibility model.
12. summarize the importance of inferring meaning in order to move from literal interpretation of text to inferential thinking.

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.