

## **STAFF DEVELOPMENT COMPONENT INFORMATION**

**COMPONENT TITLE:** Reading Comprehension Strategy # 3—Questioning

**IDENTIFIER NUMBER:** 1013011

**MAXIMUM POINTS:** 60

**GENERAL OBJECTIVE:** Professional development in using questioning as a reading comprehension strategy to clarify ideas and deepen understanding.

### **SPECIFIC OBJECTIVE:**

Within the duration of this component, participants will:

1. demonstrate knowledge of how readers purposefully and spontaneously ask questions before, during and after reading.
2. summarize the importance of readers asking questions to activate thinking and clarify meaning while reading text.
3. investigate various research-based best practices about how proficient readers use questioning as a strategy to enhance their own comprehension.
4. demonstrate an understanding of the purposes of readers asking questions before, during and after reading.
5. utilize various techniques to engage students in recording questions before, during and after reading.
6. explore how readers determine whether answers to their questions can be found by using schema, making connections, making inferences or referring to the text or to outside sources.
7. demonstrate an understanding of how meaningful questions inspire thinking, generate discussion, or lead to other sources.
8. differentiate between meaningful questions and those that are irrelevant.
9. explore the importance of creating opportunities for readers to interact, share, and discuss their questions in order to actively construct meaning for themselves.
10. ensure the use of the gradual release of responsibility model when facilitating students in using questioning as a comprehension strategy.

### **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.