

# Reading Instruction | Reading as a Process

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Inservice Points 40

Component No. 2-013-008

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## General Objective

1. To enable participants to set and carry out goals for student self-improvement in reading rate, comprehension, and vocabulary
2. To provide teachers training and support to develop a substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.

## Specific Objectives

1. Understand that building oral and written language facilitates comprehension.
2. Understand the impact of text upon reading comprehension.
3. Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.
4. Understand that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting
5. Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.
6. Understand how the students' development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.
7. Understand phonology as it relates to language development and reading achievement (e.g, phonological processing, phonemic awareness skills, phonemic analysis, and synthesis.)
8. Understand that writing, in conjunction with phonological awareness, enhances reading development.
9. Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.
10. Understand that both oral language and writing can be used to enhance phonics instruction.
11. Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.
12. Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.
13. Understand the goal of receptive and expressive vocabulary instruction is the

application of a student's understanding of word meanings to multiple oral and written contexts.

14. Apply appropriate instructional practices determined by the student's strengths and needs, text structure, and the reading demands of domain-specific text.
15. Provide comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts.
16. Scaffold discussions to facilitate the comprehension of text and higher-order thinking skills for students varying proficiency levels.

### **Activities**

- Engage in an online course containing: readings, instructional videos, discussion boards, and sample lesson guides.
- Complete discussion post reflection posts

### **Evaluation**

1. Participants will complete multiple reflection posts
2. Participants will implement learned reading strategies into the classroom.
3. Participants will complete evaluation forms rating the effectiveness of the workshop

Submitted by:  
Pine Crest School  
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Meets Florida's professional learning requirements from HB 7069 (reading instruction).