STATE IDENTIFIER:
COMPONENT TITLE: REESOL Bundle (FLaRE)
INSERVICE POINTS: 100
GENERAL OBJECTIVES:

The purpose of this component is to improve reading instruction for learners in grades K – 12. Upon successful completion of this component, teachers will have examined the research base pertaining to how students learn to read and write, and the reasons some children experience difficulty becoming successful readers. An additional purpose is to increase the teacher's skill in prescribing and implementing instructional strategies designed to meet the developmental, corrective, or remedial needs of diverse learners with regard to the five components of reading. The focus will be on translating assessment data into instructional procedures and techniques designed to provide differentiated reading instruction to students. The 100 points, as determined by FLaRE, can only be awarded upon completion of 70 hours of training and 30 hours from follow-up assignments (3 action research projects).

SPECIFIC OBJECTIVES:

The participant will:

1. Identify explicit, systematic instructional plans for scaffolding development of comprehension skills and cognition.
2. Identify comprehensive instructional plans that synchronize the major reading components.
3. Applies knowledge of language development, literacy development, and assessment to instructional practices.
4. Demonstrate knowledge of research-based instructional practices for facilitating reading comprehension.
5. Demonstrate knowledge of creating both language-rich and print-rich environments.
6. Understands the interdependence between each of the major reading components and their affect upon comprehension.
7. Understands the impact of dialogue, writing to learn and print environment upon reading development.
8. Identify explicit, systematic instructional plans for scaffolding content area vocabulary development and reading skills.
9. Identify resources and research-based practices that create both language-rich and print-rich environments.
10. Identify research-based guidelines and selection tools for choosing literature and expository text appropriate to students' interests and independent reading proficiency.
11. Demonstrate knowledge of research-based instructional practices for developing critical thinking and content area reading skills.
12. Demonstrate knowledge of goal setting and monitoring of student progress with appropriate instructional application that promotes increases in student learning trends in reading over time.
13. Identify and apply principles of English morphology as they relate to language acquisition.
14. Identify principles of semantics as they relate to vocabulary development.
15. Identify explicit, systematic instructional plans for scaffolding vocabulary concept development.
16. Identify explicit, systemic instructional plan for scaffolding content area vocabulary development and reading skills.
17. Apply research-based instructional practices for developing both general and specialized content area vocabulary.
18. Demonstrate knowledge of research-based practices for developing both general and specialized content area vocabulary.

19. Identify principles of reading fluency as they relate to reading development.
20. Understands the role of reading fluency in development of the reading process.
21. Identify explicit, systematic instructional plans for scaffolding fluency development and reading endurance.
22. Apply research-based instructional practices for developing students' reading fluency, automaticity, and reading endurance.
23. Demonstrate knowledge of research-based instructional practices for developing reading fluency, automaticity, and reading endurance.
24. Demonstrate knowledge of instruction to facilitate students' metacognitive efficiency in reading.

ACTIVITIES:

1. Attend lectures and discussions on:
    a. The role of the learning environment as a scaffold in literacy development
    b. The role of the teacher as a scaffold in a learning environment
    c. Classroom practices that foster literacy development
    d. Developing collaborative support systems for the classroom
    e. Learning theories and using them to enhance lessons
    f. Motivation as a factor for engaging students
    g. Exploring an information-rich environment
    h. Engaging with text
    i. Defining and monitoring comprehension
    j. Questioning
    k. Visualizing
    l. Connecting to text: text to self; text to text; text to world
    m. Inferring and predicting
    n. Determining importance
    o. Interrelatedness of vocabulary, fluency, comprehension
    p. Morphemic knowledge and comprehension
    q. Factors that effect comprehension
    r. Vocabulary research; defining vocabulary – the 10 most important words
    s. Vocabulary growth
    t. Independent reading
    u. Critical passage words
    v. Active word learning
    w. Multiple exposures
    x. Making connections through use of visuals
    y. Expanding vocabulary
    z. Vocabulary assessment
    aa. Low-progress reading experience
    bb. Fostering fluency and anticipation guide
    cc. Strategies for successful fluency development
    dd. Defining fluency and key elements of fluency
    ee. Fluency development lessons
    ff. Intensive immediate intervention for low-progress readers
    gg. Expression phrasing
    hh. Assessing fluency
2. Complete three action research projects on three of the five constructs of reading identified by the NRP that include:
    a. Reflection paper on assessments used
    b. Lesson plans

        c.   Action research plan of action
3. Complete the reflection journal with schedule of 70 hours cohort activities
4. Complete a professional portfolio that includes #2 and #3 listed to be turned in to the instructor.

Follow-up will be provided through ongoing support of the Reading/Language Arts Supervisor, curriculum specialists, and the instructors of the component.

PARTICIPATION EVALUATION:
        Pre/Post Assessment
        Observations by instructors/Reading/Language Arts Supervisor
        Participant Portfolio
        Action Research
        Evaluation of Student Work
Each participant must attain a minimum of 80% mastery level of each component activity and/or assessment.

COMPONENT EVALUATION:
To determine component value, participants will complete the district component evaluation form provided by the facilitator or inservice coordinator.

ORGANIZATION INFORMATION:

Submitted By: Debra Gaynes, Director of School Improvement, Professional Development, Assessment, and ESOL