

## Problem Identification Form

Date: 11-4-03

Student(s) Reading Class 8th grade, 1<sup>st</sup> Period

### Area of Concern:

Several students are performing poorly on exams given to evaluate comprehension of teacher selected literature. Teacher's review of Gates-McGinitie scores indicate several students lack sufficient vocabulary. A comparison of Gates scores with students performance in class shows a correlation between low vocabulary scores and low class performance.

### Investigating Area of Concern

Data	Notes	Implications
<ul style="list-style-type: none"><li>• Class exams</li><li>• Gates</li><li>• Self-reporting of strategies</li><li>• self-analysis of degree of understanding</li></ul>	<p>Five students cont. to score low.</p> <p>Same 5 students scored lowest on vocabulary.</p> <p>Some students rely <sup>solely</sup> on "skip it" <sub>some use</sub></p> <p>Have little depth of knowledge of vocabulary.</p>	<p>Why?</p> <p>Could lack of vocabulary be impeding comprehension + low test scores?</p> <p>Do they understand other strategies? Need to find ways to deepen understanding. Are there other techniques?</p>
<b>Problem:</b>		
<p>Students are performing low due to a deficit in vocabulary. Although they are familiar with many of the words related to the topic, they don't understand the concept well enough to comprehend text.</p>		

# Action Plan

## Studying and Planning Course of Action

Resources	Summary	Implications for Instruction
• FLARE Vocabulary Module	Need to use words in many formats (listening, writing, reading, + speaking.	Perhaps I need to plan time for students to use vocabulary in their writing & speech.
• Words, Words, Words by Janet Allen	Increase vocab. by using known parts of words (prefixes, suffixes, etc) to determine unknown words	I need to <del>plan</del> assess my students knowledge of the meanings of common prefixes and suffixes.
• Reading coach	Literature groups provides time for students to use vocab. in speech & response journals provides time to use vocab in writing.	Maybe I can find several books on the same topic (Holocaust?) so they can meet in groups & respond to one another in journals
<b>Course of Action to be Taken:</b>		
Begin incorporating literature groups and reading response journals for all students. Utilize vocabulary instructional techniques such as "Ten Most Important Words" & Graphic organizers. Begin small group instruction to meet diverse needs.		

### Research Question:

How will implementing instructional practices that focus on the application of vocabulary increase comprehension?

## Implementing Course of Action

Instructional Practice	Frequency	Materials
• Ten Most Important Words pairs, topic Holocaust	Beginning of unit	paper
• Literature groups	twice/week	several multiple copies of books
• Reader response journals	at least once/week	journals, sticky notes
• Graphic organizer (Words, Words, Words)	pairs every other week	paper, markers
• Mini-lesson on using known <b>Monitoring Data</b> to decipher unknown.	As needed	index cards

### Data to be Collected

- Anecdotal notes based on observations of literature groups
- Review graphic organizers
- Responses to reading from journals
- Products demonstrating comprehension of text

### Frequency

- meet with each group at least once/week.
- every other week
- review every other week
- end of each unit

### Action Plan Effectiveness (continue, modify or disband?):

Disband action plan with continued use of each instructional practice