

# PUTTING IT ALL TOGETHER

## Sample Reading Action Plan

The following pages contain a sample Reading Action Plan that shows how the assessment package is used and how it reinforces the school's chosen interventions and the essence of the school's reading goal. As the faculty becomes more familiar with the activities and evaluates their effectiveness on student learning, this plan will probably be modified several times throughout a school year.

## Sample Reading Action Plan

School:

Date:

<p><b>Goal Statement:</b> All students will increase their ability to read and understand varied texts in all subject areas.  <b>Essence:</b> 1. Vocabulary      2. Comprehension</p>			
<p><b>Support Data (used to select the goal):</b>                  1. State Reading Assessment                  2. NWEA Reading Comprehension                  3. Teacher Survey                  4. Student work</p>	<p><b>SUMMATIVE Assessments (at least three)</b></p>		
	<p><b>Standardized Assessment(s):</b>                  1. State Reading Comprehension                  2. State Reading Vocabulary                  3. NWEA Reading Comprehension                  4. Scholastic Reading Inventory                  5. PSAT Reading Comprehension                  (all Juniors required)</p>	<p><b>Local Assessment(s):</b>                  1. Pre-Post reading comprehension                  2. Grade Level Vocabulary assessments</p>	
<p><b>Intervention:</b>                  Students will use specified pre-, during and post-reading strategies to understand text.</p>	<p><b>Research supporting this intervention:</b></p> <ul style="list-style-type: none"> <li>• Beers, Kylene. (2002) <i>When Kids Can't Read: What Teachers Can Do</i>. Heinemann.</li> <li>• Burke, Jim. (2000) <i>Reading Reminders: Tools, Tips &amp; Techniques</i>. Heinemann.</li> <li>• Tovani, Chris. (2000) <i>I Read It, But I Don't Get It</i>. Stenhouse.</li> <li>• Tovani, Chris. (2004) <i>Do I Really Have To Teach Reading</i>. Stenhouse.</li> <li>• Smith, Michael W. and Jeffrey D. Wilhelm. (2002) <i>Reading Don't Fix No Chevys</i>. Heinemann.</li> <li>• Langer, G., Colton, A., &amp; Goff, L. (2003) <i>Collaborative Analysis of Student Work</i>. ASCD.</li> </ul>		
<p><b>Comprehension</b></p>			
<p><b>Activities to implement the intervention including staff development</b>  <i>(Staff development activities are in italic)</i></p> <p><i>All teachers will attend training on DRTA, SQ4R and the Cornell System.</i>  <i>All English and social studies teachers will attend Building Success training.</i>  <i>Six teachers will train as trainers in these methods in order to offer peer coaching assistance to their colleagues during implementation.</i></p> <p><b>Ninth Grade</b></p> <ol style="list-style-type: none"> <li>1. Teachers will instruct students in the Directed Reading and Thinking Activity (DRTA) strategy, using assigned texts and read alouds.</li> <li>2. Teachers will model the DRTA using content appropriate materials.</li> <li>3. DRTA questions will be posted in all 9th grade classrooms.</li> <li>4. Reading Reminders Bookmarks will be given to all 9th graders, and students will be instructed in how to use them effectively.</li> <li>5. Students will demonstrate use of this strategy by completing a DRTA chart in each core subject every two weeks and in each elective once during the first grading period.</li> </ol> <p><i>One departmental meeting per month, teachers will bring several examples of DRTA charts from low, middle and high performing students to discuss student progress, effectiveness of the strategy, and how DRTA is being implemented in each classroom.</i></p> <ol style="list-style-type: none"> <li>6. Parents will be given the opportunity to learn DRTA at Freshmen Orientation, PTO meetings and special Reading Instruction nights. Information will also be available on the school website and in the school newsletter.</li> </ol>	<p><b>FORMATIVE Assessments</b></p> <p>DRTA Charts</p>	<p><b>Timeline</b></p> <p>August 12-15                  August 16                  August 19, 20</p> <p>1st grading period                  1st grading per.                  1st grading per.                  1st grading period                  1st grading period                  1st grading per.</p> <p>Spring/Fall orientation</p>	<p><b>Person(s) Accountable</b></p> <p>M. Angelou</p> <p>H. Thoreau                  H. Thoreau                  H. Thoreau                  H. Thoreau</p> <p>M. Angelou</p>

Comprehension			
Activities to implement the intervention including staff development <i>(Staff development activities are in italic)</i>	FORMATIVE Assessments	Timeline	Person(s) Accountable
<p><b>Tenth and Eleventh Grades</b></p> <ol style="list-style-type: none"> <li>Teachers will instruct students in the SQ4R technique with their subject area texts or materials.</li> <li>Using content appropriate materials, teachers will model SQ4R through demonstration.</li> <li>Posters describing the SQ4R technique will be placed in all classrooms and common areas throughout the school.</li> <li>Teachers in all core subjects will collect three assignments per grade period in which students demonstrate use of the SQ4R method. Teachers in all elective areas will collect one assignment per grade period in which students demonstrate use of the SQ4R method.</li> </ol> <p><i>One departmental meeting per month, teachers will bring several examples of SQ4R assignments from low, middle and high performing students to discuss student progress, effectiveness of the strategy, and how SQ4R is being implemented in each classroom.</i></p> <ol style="list-style-type: none"> <li>Parents will be invited to attend a training session on SQ4R and will be provided with a laminated mini-poster to keep at home.</li> </ol>	SQ4R Worksheets	1st grading period	S. Cisneros
		1st grading period	S. Cisneros
		1st grading period	S. Cisneros
		1st, 2nd grading periods	S. Cisneros
		1st grading period	S. Cisneros
<p><b>Tenth and Eleventh AP English and Social Studies Teachers</b></p> <ol style="list-style-type: none"> <li>Teachers will instruct students in the College Board Building Success program (including the Subject-Occasion-Audience-Purpose-Speaker strategy) in analytical reading techniques.</li> <li>Teachers will model the varied strategies through demonstration.</li> <li>Students will apply at least one strategy per reading assignment, noting results in their reading journals.</li> </ol> <p><i>Two AP meetings per marking period, teachers will bring randomly selected student reading journals to discuss student progress, and effectiveness of the strategy.</i></p> <ol style="list-style-type: none"> <li>Students will be asked to assess which strategy(ies) works best for them in understanding challenging texts.</li> </ol>	Reading Journals	1st grading period	L. Hughes
		1st grading period Yearlong	L. Hughes L. Hughes
		End of each grading period	L. Hughes
<p><b>Twelfth Grade</b></p> <ol style="list-style-type: none"> <li>Teachers will instruct students in how to use the Cornell Note Taking System with lecture and text.</li> <li>Using content appropriate materials, teachers will model the Cornell System through demonstration.</li> <li>Posters describing the Cornell System will be placed in all 12th grade classrooms and common areas throughout the school.</li> <li>Teachers in all core subjects will collect student notebooks twice per grading period in which students demonstrate use of the Cornell System. Teachers in all elective areas will collect student notebooks once per grade period in which students demonstrate use of the Cornell System.</li> </ol> <p><i>Twice per grading period, teachers will bring several examples of student notebooks from low, middle and high performing students to discuss student progress, effectiveness of the strategy, and how the Cornell Notetaking System is being implemented in each classroom.</i></p> <ol style="list-style-type: none"> <li>Parents will be invited to attend a training session on Cornell and information will be provided on the website, at College Night, in the newsletter, etc.</li> <li>All English teachers will use the Developing Reading Versatility text (Adams &amp; Patterson) to reinforce and apply previously taught techniques to college level texts.</li> </ol>	Student Notebooks/ Cornell Charts	1st grading period	E. Dickinson
		1st grading period	E. Dickinson
		1st grading period	E. Dickinson
		Yearlong	E. Dickinson
<p><b>All Teachers</b></p> <ol style="list-style-type: none"> <li>Teachers will review KWL charts and apply them to their subject matter when introducing a new unit.</li> <li>Teachers will use content appropriate materials for read alouds at least once a week.</li> <li>Teachers will use Reciprocal Teaching strategies in content areas (while English teachers use Literature Circles) as a collaborative peer instructional technique.</li> </ol>	KWL Charts	Weekly	S. Holmes
	Reciprocal Worksheet Literature Circle Discussion Logs	Once per week Yearlong	S. Holmes S. Holmes

<p><b>Intervention:</b> Students will learn grade level and content area appropriate meanings and usage for specified words, roots, prefixes and suffixes using varied strategies (other than dictionary work).</p>	<p>Research supporting this intervention: Allen, Janet. (1997) <i>Words, Words, Words: Teaching Vocabulary in Grades 4-12</i>. Stenhouse. Billmeyer, R. &amp; Barton, M. (1998) <i>Teaching Reading in the Content Areas, If Not Me, Then Who? 2nd Edition</i>. McREL. Blachowicz, Camille and Peter Fisher. (1996) <i>Teaching Vocabulary in All Classrooms</i>. Merrill. Marzano, Robert. (2004) <i>Building Background Knowledge for Academic Achievement</i>. ASCD. Simmons, Eileen. (2002) "Visualizing Vocabulary," <i>The Quarterly Summer</i>. <a href="http://www.writingproject.org/cs/nwpp/lpt/nwpr/403">www.writingproject.org/cs/nwpp/lpt/nwpr/403</a> Smith, Carl B. (1997) "Vocabulary Instruction and Reading Comprehension." <i>Eric Digest June</i>. <a href="http://www.indiana.edu/~reading/ieo/digests/d126.html">www.indiana.edu/~reading/ieo/digests/d126.html</a></p>
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**Vocabulary**

Activities to implement the intervention including staff development <i>(Staff development activities are in italic)</i>	FORMATIVE Assessments	Timeline	Person(s) Accountable
<p>All teachers will be instructed in all of the various vocabulary strategies listed. <i>In addition, they will be taught how to teach the strategies.</i></p> <p>All teachers will learn how to use Vocabulary Journals and Semantic Portfolios as teaching tools and assessments.</p> <p>All teachers will learn about vocabulary resources including games and websites such as Vocabulary University (<a href="http://vocabulary.com/">http://vocabulary.com/</a>) and Web English Teacher: Vocabulary and Spelling (<a href="http://www.webenglishteacher.com/vocab.html">www.webenglishteacher.com/vocab.html</a>).</p> <p>A group of teachers will be identified and trained as trainers in the vocabulary strategies and journals/portfolios.</p> <p><i>Prior to each school year, new teachers will have an in-service on the above.</i></p>		<p>January 21, 22</p> <p>January 21, 22</p> <p>January 21, 22</p>	<p>M. Angelou</p> <p>M. Angelou</p> <p>M. Angelou</p>
<p><b>Tenth and Eleventh Grade English</b></p> <p>1. English teachers will use the <i>Vocabulary Cartoon Series I &amp; II</i> (Maupin House), having students create quizzes/activities for each other and having students use the words in context in a writing assignment. Students will also employ a variety of the strategies listed above, describing in their Word Journals which strategies are most effective for them and why.</p> <p>2. Students will keep word journals where they will demonstrate use of the various strategies, and any vocabulary-related assignments or activities.</p> <p><i>Teachers will have opportunities to share their experiences with vocabulary instruction in general faculty meetings once per month.</i></p> <p>3. Vocabulary games will be available in all classrooms for students to use during homerooms.</p>	Word Journals	<p>2nd semester</p> <p>2nd semester</p> <p>2nd semester</p> <p>2nd semester</p>	<p>E. Hemingway</p> <p>E. Hemingway</p> <p>E. Hemingway</p> <p>E. Hemingway</p>
<p><b>Eleventh and Twelfth Grade English</b></p> <p>1. English teachers will use the Vocabulary Builder Series (Amsco), focusing on words in context, prefix/suffix, continual review and use in writing. Techniques will include those listed above as well as students creating analogies for classmates to solve.</p> <p>2. Students will keep Semantic Portfolios where they will demonstrate use of the various strategies, an analysis of the strategies' effectiveness, and any vocabulary-related assignments or activities.</p> <p><i>Teachers will have opportunities to share their experiences with vocabulary instruction in general faculty meetings once per month.</i></p>	Semantic Portfolios	<p>2nd semester</p> <p>2nd semester</p> <p>2nd semester</p>	<p>H. Lee</p> <p>H. Lee</p> <p>H. Lee</p>
<p><b>Content Area Teachers</b></p> <p>1. Teachers outside the English department will create grade level vocabulary lists and use appropriate strategies for teaching meaning and usage through use of the strategies listed above.</p> <p><i>Teachers will have opportunities to share their experiences with vocabulary instruction in general faculty meetings once per month.</i></p>	Vocabulary Journals	<p>January 21, 22</p> <p>2nd semester</p>	<p>H. Lee</p> <p>H. Lee</p>

<p><b>Intervention:</b> Students will begin to develop a habit of reading for pleasure and for content area enrichment through Sustained Silent Reading/Directed Silent Reading</p>	<p>Research supporting this intervention: Burke, J. (2000) <i>Reading Reminders: Tools, Tips, and Techniques</i>. Boynton/Cook. Pilgreen, J. and Kroshen, S. (2000) <i>The SSR Handbook: How to Organize and Manage a Sustained Silent Reading Program</i>. Boynton/Cook.</p>		
<b>Comprehension and Vocabulary</b>			
<p><b>Activities to implement the intervention including staff development (Staff development activities are in italic)</b></p>	<p><b>FORMATIVE Assessments</b></p>	<p><b>Timeline</b></p>	<p><b>Person(s) Accountable</b></p>
<p><i>All teachers will read Pilgreen’s book on SSR programs. All teachers will learn how to model good reading behaviors. All teachers will learn about the SSR tests and how to interpret and use the results. All teachers will learn about Computer Assisted Reading (CAR) and how to teach and use it effectively. All teachers will learn how to create, structure and grade SSR logs and projects. Prior to each school year, new teachers will have an in-service on the above.</i></p> <ol style="list-style-type: none"> <li>1. Students, teachers, support staff and administrators will read for a block of 20 minute periods three times a week. During the last three-five minutes of each SSR, participants will share their reading experience with the rest of the class through whole class or small group discussion or journal writing.</li> <li>2. Students will receive the Reading Reminders and Reading: Think About It! Bookmarks to use during SSR and for SSR discussions or log entries.</li> <li>3. Teachers will have a classroom library that includes content-related materials, SRI materials, and Young Adult Literature.</li> <li>4. CAR will be available for students during SSR so that each student must complete at least one CAR each grading period.</li> <li>5. Students will complete a SSR related project at the end of each reading.</li> </ol> <p><i>Teachers will have opportunities to share their experiences with SSR in departmental meetings once per marking period.</i></p>	<p>SSR Project</p>	<p style="text-align: center;"><i>Summer</i> August 12-15 August 12-15 August 12-15</p> <p style="text-align: center;"><i>August 12-15</i></p> <p style="text-align: center;">Yearlong</p> <p style="text-align: center;">September 1</p> <p style="text-align: center;">August 15</p> <p style="text-align: center;">Each grading period Yearlong</p> <p style="text-align: center;">Each grading period</p>	<p style="text-align: center;"><i>T. Morrison</i> <i>T. Morrison</i> <i>T. Morrison</i> <i>T. Morrison</i></p> <p style="text-align: center;"><i>T. Morrison</i> <i>T. Morrison</i></p> <p style="text-align: center;">T. Morrison</p> <p style="text-align: center;">T. Morrison</p> <p style="text-align: center;">T. Morrison</p> <p style="text-align: center;">T. Morrison</p> <p style="text-align: center;">T. Morrison</p> <p style="text-align: center;">T. Morrison</p>