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April 24, 2019
SCED 544 Montiero
Action Plan

The purpose of this study was to determine whether using a textbook or using literature studies to teach Reading Skills & Strategies would be most effective in preparing students for high-stakes state testing. The data showed in both instances (use of textbook and literature study) that students need more cyclical and intentional practice on skills that they have already been taught, exposed to and are now review. The data also showed that regardless of the method used, the skill focus of the week is being practiced sufficiently and students can apply it to a familiar or unfamiliar story/passage. Finally, the data was slightly inconclusive when determining need for comprehension. There was some evidence to indicate students do benefit from and are more successful when engaging in repeated readings. However, if the objective is to prepare for state testing, students would not be able to practice and interact with the passages ahead of time. One trend that came out was that students had an equally hard time answering questions correctly where the answer was explicitly in the passage as compared to having to use higher-order thinking skills to answer a question.

One action step moving forward would be to be more focused and intentional with continued practice and review of skills and strategies on a more frequent basis. Another change or impact to

teaching would be around “teaching” comprehension. Students need even more direct practice and exposure to *how* to go back into a text and find an answer. It seems from the data collected that students at this stage are not ready to do this independently as early as they are asked to.