

Centennial Elementary School Writing Improvement Strategy

In first through third grade, vocabulary was the lowest scoring literacy component when comparing phonological awareness, phonics, high frequency words, vocabulary, comprehension: literature and comprehension: informational text.

% of Student Below Grade Level In Vocabulary

1 st	53%
2 nd	73%
3 rd	49%
4 th	65%
5 th	66%

The Median Growth Percentile in Writing has decreased from 2012-2014 from 52 to 41

Root Causes

There has not been a voiced expectation in the last three years to identifying common vocabulary to teach explicitly.

Our school does not have a common approach to teaching students to determine the meaning of words.

We have not distinguished the difference in purpose between the two types of vocabulary instruction; Specific Word Instruction (teaching the meaning of) and Word Learning (students determining the meaning of a word).

Improvement Strategy

Decrease the percent of students who are scoring below grade level in vocabulary.

Action Steps

Intermediate teachers will explicitly teach 4 common vocabulary strategies:

Appositive, Context Clues, Contrasting Statement and Affixes.

Primary teachers will explicitly teach 1-2 common vocabulary strategies: Context Clues and/or Appositive.

Teachers will be intentional within their grade level by teaching common, specific vocabulary through content literacy.

Teachers will plan vocabulary instruction around specific word instruction and word learning strategies in English Language Arts and Math.