

Individual Action Plan
Self-Directed/Action Research Mode
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School Year: 2018-2019

1. Provide a description of your Self-Directed/Action Research.

Every Friday, regular English II students will take part in an independent reading activity that I created called LitFit. The concept is that they will read an independent novel of their choice as if they were “working out” in a gym. This is the second year of this program - as I have made adjustments based on how year 1 went... but this is the first year in which students will consistently read every Friday.

2. List specific actions to be taken including timelines and resources:

Friday #1:

Watch the Brain Games episode entitled Use it or Lose it.

All the latest research says that your brain needs exercise to stay youthful and fit.

This episode was the inspiration behind my LitFit concept - treating your brain and reading abilities like muscles.

Friday #2:

Slowly ease students into LitFit concept.

Choose an independent novel and explain each activity only reading for 10 minutes to get started.

Friday #3:

Complete a full workout, allowing the students to read for 15 minutes.

Remaining Fridays:

Fridays will established as a LitFit day... so they automatically grab their independent novels, a LitFit sheet, and be ready to begin as soon as the bell rings.

Reflection

1. Results of the Project

Just like with anything school-related, some kids enjoyed the activity, whereas others became “annoyed” with it because it involves reading. The three main goals of the activity were to develop a consistency of reading, prepare students for the Fiction-section of the Keystones, and potentially turn non-readers into tolerating readers.

2. Benefits/Insights gained:

All Keystone Literature anchors were covered on a weekly basis: Vocabulary, Summarization, Analyzing, etc. Not only this, but I was able to work 1 on 1 with struggling readers as well as model proper behavior by reading myself with the kids.

3. Difficulties encountered:

When students were absent, it was hard for students to make up the activity because everything is done in class and is very structured. Also, I need to develop some sort of pre-test and post-test to see if the activity worked. Next year, I am considering giving a reading test prior to showing the video and then throughout the year, keeping track of total pages read by each student, unknown words/affixes, and Top 3 summaries/responses and post them on a board somewhere just like a gym. Everything I add, I want to do it creating an analogy to the gym and setting goals.

4. How will it impact your professional goals?

Right now, my professional goals are to develop readers, functional and college-ready writers, and next year, transform my units into more career-ready ones. This activity should be able to cover my first goal - as reading is something needs to be done daily. I'd love to make this a nightly assignment, however... I know that this would surely over-saturate the activity and add a negative reaction to reading.

5. List and provide evidence that supports action steps taken.

I have completed LitFit sheets - but the big evidence will be the Literature Keystone results and if more sophomores are reading independently.