

INTEGRATING LITERACY STRATEGIES IN THE BIOLOGY CLASSROOM:  
USING A GENERATIVE VOCABULARY MATRIX TO IMPROVE  
STANDARDIZED TEST SCORES

By

Anna H. Morrison

ABSTRACT

This dissertation focuses on the development and implementation of an action research study that seeks to determine the impact of integrating literacy strategies in the biology classroom on standardized test scores. The teacher-researcher identified the problem of practice in her classroom after four years of observation of ninth-grade biology students. These observations led the teacher-researcher to develop, research, and investigate the following question: What is the impact of Larson's (2014b) Generative Vocabulary Matrix (GVM) in a high school biology course as demonstrated by students' performance on the South Carolina End-of-Course examination? This dissertation orients the research question from a theoretical perspective and provides literature to support the relevance of this work. Additionally, this dissertation provides the details associated with the process of planning, developing, acting, and reflecting on this action research study.