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USING PROJECT GLAD STRATEGIES IN THE TEACHING OF LITERACY

GENRES TO SECOND GRADE BILINGUAL STUDENTS

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A Project

Presented to the

Faculty of

California State University,

San Bernardino

_____

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in

Education:

Bilingual/Cross-Cultural

_____

by

Socorro Arellano
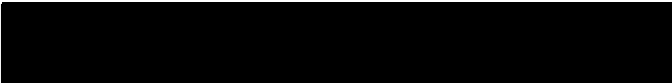
September 2006

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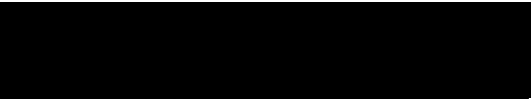
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Socorro Arellano

September 2006

Approved by:

_____   _8/22/06_

Barbara M. Flores, Ph.D., First Reader   Date

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Enrique Murillo, Ph.D., Second Reader

ABSTRACT

Current issues facing the educational system in the
United States of America and the political climate over
the past 20 years have brought about many rigid
educational reforms. Perhaps the most controversial reform
of all is high-stakes testing and mandated scripted
curriculum as required by the No Child Left Behind Act.
The reforms were based on assumptions that high-stakes
testing would hold schools accountable regarding student
performance, especially English Language Learners.

However, the negative impact of these current
educational practices on this group of students is an area
that needs to be further addressed by districts, school
administrators, and teachers. An alternative curriculum
using PROJECT GLAD Strategies in the Teaching of Literacy
Genres to Second Grade Bilingual Students is presented as
a tool for increasing English language learners'
motivation and academic performance in the areas of
comprehension across literacy genres.

Using PROJECT GLAD Strategies to teach Literacy
Genres to Second Grade Bilingual Students is a program
that incorporates daily reading activities that create
'teachable moments', in which, children experience English
language acquisition, academic achievement, and

cross-cultural skills that would serve as a foundation for academic success.

ACKNOWLEDGMENTS

Johann Wolfgang von Goethe once wrote, "If you treat people the way they are that's the way they'll remain. If you treat them the way they could and should be then that's the way they'll become." It is with this message in mind that I began my journey as a teacher. This journey has been a long one, yet a satisfying one. Many people have created a clearing for me and in doing so have allowed me to carefully construct a model of the type of teacher I aspire to be. It is the people that created this clearing that I acknowledge. These people include my parents, siblings, friends, professors, students, colleagues, school supervisors, and the everyday people who always make a difference. With this project, I hope to create a clearing for many students to become what they could and should be.

DEDICATION

To my husband Jose, who supported and assisted me throughout the creation of this project. To my children, Benjamin and Emmy, who light up my world with their smiles. To my father and mother who have been my source of strength. To my mother-in-law, Isabel, whose help and love I highly regard. To my friend, Virginia, who motivated me to complete this project. To my present students, and my past students who facilitated the idea for this project. To Dr. Flores, for allowing the opportunity for this project to slowly, but gradually, emerge into a final product. To Dr. Murillo for the useful information he provided me with during his lectures.

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CHAPTER ONE

BACKGROUND

Introduction

Current issues facing the educational system in the United States of America and the political climate over the past 20 years have brought about many rigid educational reforms. Perhaps the most controversial reforms of all are high-stakes testing and mandated curriculum. The reforms were based on the assumptions that high-stakes testing would enhance economic productivity, motivate students, and improve teaching and learning. However, the decrease in high school graduation rates and increase in retention are the best measurements of the success of the present educational reforms.

English language learners (ELL) throughout school districts in the United States are one of the sub groups affected the most by high-stakes testing and mandated scripted curriculum. Recent studies have shown that the achievement test performance of ELL students is consistently low, particularly when compared to that of non-ELL students, and that these findings apply on content-based tests (Abedi, 2001; Oakeley & Urrabazo, 2001).

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Based on these results, it is imperative that teachers step forward to create effective pedagogy and instructional practices to organize the teaching and learning so that students, especially ELLs, become academically successful.

Purpose of the Project

The purpose of the project was to provide second grade teachers at the Perris Elementary School District with teaching approaches, tools, and strategies that have been proven to increase comprehension skills in English language learners (ELL) when teaching literary genres. These approaches, tools, and strategies will excel students' academic learning as they develop a deeper comprehension of literary genres.

Context of the Problem

The context of the problem was to address the need to make available a handbook entitled Using PROJECT GLAD Strategies in the Teaching of Literacy Genres to Second Grade Bilingual Students, a Second Grade Teacher's Guide to Teaching Literary Genres through the use of a series of lesson plans. With an increased focus on state mandated testing, teachers find themselves teaching specific areas from the curriculum that are relevant to the test as

opposed to the complete curriculum. Although, high stakes testing assumes that rewards and consequences will motivate students to learn, research has found that students have become less intrinsically motivated to learn and less likely to engage in critical thinking (Orfield & Kornhaber, 2001). As the stakes increase for higher test scores, the curriculum has narrowed to reflect the content sampled by these high-stakes tests (McMillan, Myran, & Workman, 1999). Thus, forcing teachers to take greater control of learning experiences of their students, and resulting in teachers ignoring pedagogical practices that both engage students and encourage critical thinking throughout the study of literary genres.

Significance of the Project

The significance of the project was to provide second grade teachers with a curriculum that would incorporate PROJECT GLAD strategies in their teaching of literary genres to Bilingual students. This curriculum uses selections found in Perris Elementary School District's second grade adopted language arts text. These selections are used to organize a careful set of grade-level learning activities that increase reading comprehension and reading skills within the core curriculum area of literacy. The

lessons align easily with both standards in language arts and English language development standards. This curriculum was not intended to be an add-on; it is simply a way to enhance the lessons already taking place in the classroom with an emphasis on PROJECT GLAD strategies.

It was the intent of Using PROJECT GLAD Strategies in the Teaching of Literacy Genres to Second Grade Bilingual Students to provide teachers with a set of carefully crafted lessons that might assist them in providing their students with research-based successful pedagogical practices.

Assumptions

The following assumptions were made regarding the project:

1. Students in these classes need literacy genre instruction.

2. These lessons will succeed in teaching literacy genres to English language learners.

3. Teachers will implement the lessons as specified.

Limitations and Delimitations

During the development of the project, a number of limitations and delimitations were noted. These

limitations and delimitations are presented in the next section.

Limitations

The following limitations apply to the project:

1. The project was to be offered only to second grade students in the Perris Elementary School District.

2. Only a classroom teacher would administer the curriculum.

3. The curriculum is to be used only in conjunction with the district adopted Language Arts curriculum.

Delimitations

The following delimitations apply to the project:

1. The project was to be offered to all students in grades K-12.

2. Any other trained school personnel would administer the curriculum.

3. The curriculum is to be used independently of any district adopted Language Arts curriculum.

Definition of Terms

The following terms are defined as they apply to the project.

Academic Content Standards - Standards designed to

    encourage the highest achievement of every student,

    by defining the knowledge, concepts, and skills that

    students should acquire at each grade level

    (California Department of Education, 2004).

Attitude - Is a predisposition to respond positively or

    negatively to things, people, places, events, or

    ideas (Graham & Weiner, 1996).

Bilingual Education - A program that provides instruction

    in the academic areas through students' primary or

    native language. The primary goals of bilingual

    education is to help students learn English, and to

    provide ELL students access to curriculum through use

    of native language (Fillmore and Valadez, 1986).

Comprehension - The ability to understand or get meaning

    from text (any type of reading material). It is the

    reason for reading and a critical component of all

    content learning (Fountas and Pinnell, 2001).

Curriculum - Is the course of study at a school, a

    college, or other educational institutions (Dewey,

    2001).

English language learners (ELLs) - A national origin

    student who is limited-English proficient (California

    Department of Education, 1999).

English Language Standards – Standards developed to assist

teachers in moving limited-English proficient

students—English language learners to fluency in

English and proficiency on the California English-

Language Arts Content Standards (California

Department of Education, 1999).

GLAD – Guided Language Acquisition Design is a model of

professional development in the area of language

acquisition and literacy (Fairbairn, 2004).

Limited English Proficient – Refers to a student who has a

language background other than English, and the

proficiency in English is such that the probability

of the student's academic success in an English- only

classroom is below that of an academically successful

peer with an English language background (California

Department of Education, 1999).

No Child Left Behind Act – President George W. Bush signed

into law on January 8, 2002 the No Child Left Behind

Act, this act is for the purpose of ensuring children

in every classroom the enjoyment and the benefits of

well-prepared teachers, research-based curriculum and

safe learning environments (U.S. Department of

Education, 2003).

Organization of the Thesis

The project was divided into four chapters. Chapter One provides an introduction into the context of the problem, purpose of the project, significance of the project, limitations and delimitations and definitions of terms. Chapter Two consists of a review of relevant literature. Chapter Three documents the steps used in developing the project. Chapter Four presents conclusions and recommendations drawn from the development of the project.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

The current standards based curriculum and standards based testing trends in American education coupled with the competitive labor conditions have made character development, primarily, a responsibility of the school instead of the home. Teachers and schools are now being faced with having to teach and instill traits, such as responsibility, honesty, and respect, to students as a prerequisite to academic teaching. As the number of high school graduation rates decrease, and the number of high school drop out rates increase (Orefield & Kornhaber, 2001), educators cannot afford to prioritize character development over academic development any more. This project aims in assisting teachers in achieving equilibrium in the social and academic development of their students.

Current Trends in American Education

In January 2002, President Bush signed into law the latest reauthorization of the Elementary and Secondary Education Act (ESEA) titled No Child Left Behind ACT

(NCLBA), this reauthorization of the ESEA is the most stringent one to date.

ESEA was originally passed in 1965 as a commitment by the federal government to the equality of educational opportunity. Most specifically, through the Title One funding of the ESEA was the support for remedial programs to educationally disadvantaged elementary students. These fiscally compartmentalized programs proved to achieve short-term benefits for children near the assigned cut-off grade points only, according to Effects Studies (Carter, 1984).

In 1988, President Ronald Reagan attached the accountability factor to Title One programs in order for the assurance of their funding. ESEA was re-authorized in 1988 with changes that reflected the growing political consensus about the importance of statewide standards and assessments. Based on the revised 1988 Title One programs, ESEA ordered a comprehensive recent study of Title One's effectiveness with disadvantaged students. In addition, ESEA required states to identify specific academic achievement benchmarks for schools serving Title I students, and to identify schools that failed to make progress toward meeting these goals. States and districts were also obliged to assist schools that were unsuccessful

until these schools demonstrated successful academic gains.

Until the re-authorization in 2000 by President Clinton, Title I programs had been considered as primarily helping students achieve basic skills in academic areas. However, the Goals 2000 Legislation changed the objective for Title I to reflect the same academic content as intended for the rest of the student population. The re-authorization also introduced the term Adequate Yearly Progress (AYP). Schools and districts were now required to show adequate yearly progress in the movement of students toward proficiency levels in all academic areas. This progress was left up to each individual state to define. A number of states began to develop their own versions of state mandated assessments in order to satisfy the AYP stipulation for the Title One funding.

The No Child Left behind Act (NCLBA) further raised the standards for Title I. It requires that schools achieve adequate AYP as measured by test scores in specific areas. NCLBA assigns monetary rewards to schools that meet AYP goals and places sanctions on schools that fail to meet them.

This behavioral approach of sanctions and rewards is based on the premise that these sanctions and rewards will

serve as incentives to refocus resources toward student performance. NCLBA stipulates the reduction of 10 percent of failing students every year for all schools (with 100 percent of all students being proficient on state tests by the year 2014). The failure of schools to demonstrate, and meet the AYP improvements result in various sanctions, sanctions such as a school being identified for 'improvement', to restructuring of both the school personnel and curriculum, to the school being taken over by the state.

The requirement of student performance as the primary social objective of schooling by political systems has led to the development of content and performance standards, high stakes assessment systems, and school report cards according to Adams and Kirst (1999, p. 464). Districts, schools, teachers, and students are experiencing a tremendous amount of pressure by the current trends for accountability, specifically, pressures made by the federal government mandated annual state assessments for grade levels 3-8. McNeil (2000) reported an increase in dropout rates due to high stakes testing exams.

More than 6 million students are considered at risk of retention and less than 75 percent of eighth graders are graduating from high school in five years. Graduation

rates are less than 50 percent in urban areas. Supporters of NCLBA argue that the present strict accountability for student achievement is leading to the closure of the academic gaps between the 'educationally disadvantaged' and the remainder of the student population. Opponents of NCLBA argue that this accountability is leading to what Wise (1979) referred to as legislative learning and teaching; instructional teaching that is directly linked to testing and comes at the expense of higher substantive learning and critical thinking.

Assessing the academic growth of English language learners is clearly one of an educator's most challenging tasks and the use of one yearly homogenous assessment augments to this challenge. This is because an ELL may have grasped the content or concept of a lesson but may be unable to articulate this comprehension through the English language. For example, it is possible that an ELL will understand the concept of metamorphosis, but is unable to discuss the topic in English in a manner comparable to his English-proficient peers.

Teachers must make an effort to focus assessments on the content, not on the ELL's use of the English language. To accomplish this goal, the teacher may need to design alternative forms of assessment that will allow the

student to demonstrate his or her learning in a manner that downplays the role of English language use. NCLBA's present strict accountability for student achievement, however, does not take into consideration this distinction.

English Language Learners

Over the past thirty years, the United States has seen an increase in the number of languages and cultures represented at both the state and in the political arenas of this nation. Immigrants and refugees have come to the United States seeking the American Dream. Balances among minority group populations have shifted, and even greater shifts are likely in the future.

In the educational institutions, a better understanding of the implications of the linguistic and cultural differences of learners who participate in available programs has been acquired. Information pertaining to language acquisition, cultural change, competencies, testing, affective states of the learner, and individual assessments is now more available than ever before.

Changes in legislation and changes in pedagogical practices attempt to reflect these new understandings. In

Castenada v. Pickard 1981, a set of three guidelines to use in evaluating programming for ELLs was mandated. These guidelines included:

(1) Is the program theoretically sound or experimentally appropriate?

(2) Is the program set up in a way that allows this theory to be put into practice?

(3) Is the program regularly evaluated and adjusted to ensure that it is meeting the linguistic needs of the students it serves?

Iowa's Chapter 280.4 Uniform School Requirement Code states that "when a student is limited English proficient, both public and nonpublic schools shall provide special instruction, which shall include, but need not be limited to, either instruction in English as a second language or transitional Bilingual instruction. Such instruction will continue until the student is fully English proficient or demonstrates a functional ability to speak, read, write, and understand the English language." This legal rationale provides only part of the reason that special instructional programs for English language learners (ELLs) are necessary. Equally important is the fact that these types of programs are consistent with best educational practices. Both research and experience have

proven that such programs provide the most valuable educational opportunities for ELLs.

Researchers have concluded that it may take from three to ten years to master sophisticated English in the four skill areas (listening, speaking, reading, writing) required for full participation and learning in an academic setting (Cummins, 1991; Hakuta, Butler, & Witt, 2000; Thomas & Collier, 2002). The amount of time will vary with each student's background, age, experience, and first-language literacy, as well as with the amount of support provided by school and parents.

It is important to note that the oral language needed for basic survival, while acquired relatively quickly (1 to 3 years), by itself is not sufficient for students to perform well in the classroom. Early acquisition of basic, predictable oral language—or even slang—may lead mainstream teachers to believe that an English language learner is reasonably proficient in English. Yet, the student actually may not know enough English to fully participate academically in an English-medium mainstream classroom.

The acquisition of these Basic Interpersonal Communicative Skills (BICS) (Cummins, 1979, 1981) is an important first step in learning English. BICS alone,

however, are not sufficient to enable English language learners to take advantage of the educational opportunities offered in the all-English mainstream classroom. First-language content instruction, as well as English as a Second Language (ESL) instruction, will provide both academic and linguistic support for the English language learner until Cognitive Academic Language Proficiency (CALP) (Cummins, 1979, 1981) can be reached and the student is able to actively and fully achieve academic success.

Research literature and a number of textbooks make reference to four stages of language development: preproduction, early production, speech emergence, and intermediate fluency. Teacher strategies at each of these stages vary in complexity and quantity. At the preproduction stage, teachers utilize commands to teach receptive language (TPR), ask "yes/no" questions while at the intermediate fluency stage teachers introduce figurative language and engage students in higher-order thinking (H.O.T) skills. The major goal of ESL instruction is to develop the English language skills of ELL students so that they can function well both in an English language academic setting and in society at a level comparable to their native English-speaking peers. Title III of the *No*

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Child Left Behind Act of 2001 specifically addresses the needs of English language learners and has three goals:

1. attain English proficiency,

2. develop high levels of academic competence in English, and

3. meet the same challenging academic content and student academic achievement standards that all children are expected to meet.

Although there is an array of instructional strategies available to teachers, the *No Child Left Behind Act of 2001* mandates that ESL/Bilingual programs be based on "scientifically based research" (Sec. 3102(9)). It is critical that when choosing specific teaching approaches, methods, or strategies, educators take this mandate into consideration.

Currently, ELL students can be appointed to one of two program types (i.e., Bilingual education programs and English as a second language programs). Each of the program types has the following goal: to increase language development and academic achievement of ELLs. Periodic evaluation of a program's effectiveness in achieving this goal is an essential part of the educational process; such an evaluation can provide valuable feedback, which can

lead to the improvement of instructional services and is required by various legislative mandates.

All Bilingual program models use the students' first language, in addition to English, for instruction. These programs are implemented in districts with a large number of students from the same language background. Students in bilingual programs are grouped according to their first language, and teachers are proficient in both English and the students' first language. Bilingual models currently in practice include: Two-Way Bilingual Education, Transitional Bilingual Education, and Foreign Language Immersion. ESL programs are likely to be used in districts where the language minority population is very diverse and represents many different languages. ESL programs can accommodate students from different language backgrounds in the same class, and teachers do not need to be proficient in the first language of their students. ESL Program Models include: ESL Class Period, and Special Alternative Instructional Program (SAIP). The use of standardized academic achievement test data for gauging program effectiveness merits particular comment. Melba's accountability for student achievement mandates for standardized, norm-referenced achievement tests to be used for making judgments about the effectiveness of ESL and/or

Bilingual programs. Unfortunately, these tests often not designed for ELLs, but for fully English proficient students.

High Stakes Testing

State and district testing systems have created constraining conditions for teachers and students. Interviews conducted by Perreault (2000), of teachers from across the nation, revealed desperate measures being used by districts and principals in an attempt to meet the current school reform requirements. Teachers reported that they were being told not to introduce any new material 6 weeks prior to testing; and that only review of the material being tested should take place. Reports of low performing students being placed in special education, in order for these students' scores not to be counted as part of the school's AYP, is also being reported (Jones et al, 1999). The expansion of high stakes testing is outpacing the expansion of resources devoted to enabling every child to pass those tests; therefore, maintaining the achievement gap.

Supporters of high stakes testing claim that improvement of test scores is a reflection of improvement in teaching and learning. Critics argue, when instruction

is tailored to a particular test, test scores will improve, but they question the actual learning going on. This test-driven instruction discourages risk taking, experimentation and innovation within the learning environment (Madaus, 1991). Is the current approach succeeding in leaving no child behind?

Relying solely on the level of academic performance of students on one test is focusing on the results of an already fragile American educational system instead of emphasizing the resources that go into the system. It is the restructuring of resources such as equitable conditions and circumstances in which better results are prescribed, fostered, and measured.

The National Council of Educational Standards and Testing has proposed looking at the opportunity to learn (OTL) offered to students. OTL shifts the emphasis from the result-oriented approach of high stakes testing to an inputs and equity of resources approach. OTL considers whether a school's improvement and equity adequately support the state's curriculum framework and assessment. Equitable conditions and circumstances within the school and classroom that promote the learning for all students are at the core of OTL.

In targeting the provision of curricula, learning materials, facilities, teachers and instructional experiences that enable students to achieve high standards, OTL practices leave the barriers that have prevented equitable learning behind. Following the inputs and equity of resources approach, educational accountability should include multiple measures of academic performance. These include, but are not limited to, classroom observations, attendance indicators, dropout rates, graduation rates, post graduation success, measures of teacher preparation, and both parent participation and satisfaction.

OTL offers all students the educational opportunities needed in today's society to prepare for their role as participants and as potential competitors in today's marketplace of ideas.

Title I of the *No Child Left Behind Act of 2001* requires that ELLs' listening, speaking, reading, and writing abilities be assessed annually. Title III adds the requirement of "comprehension," which is a composite score. The *No Child Left Behind Act of 2001* is very clear on providing ELL students the same access to education as their counterpart native English speakers; the same challenging academic standards are to be applied to <u>all</u>

children (Sec. 1111(b)(1)(B)). This requires that teachers not "water down" the curriculum for ELLs; rather, they need to modify the way instruction is delivered and what materials are used in order to make the content accessible for ELLs. Teachers must also ensure that the content delivered to ELL students is grade appropriate and related to the requirements needed for grade promotion.

Teaching approaches that enhance instructional experiences for ELLs and that help enable these students to achieve high standards must move, touch, and inspire them.

Domain Research

Snow, Corno, and Jackson (1996) differentiated the mind into three types of processes: cognitive, affective, and conative. According to the authors, the cognitive domain is defined by mental operations such as reasoning, remembering, and symbol manipulation; temperament and emotions identify the affective domain, while the conative domain refers to motivation and volition.

Recently, much attention has been placed in domain-specific motivational factors that influence cognitive functioning in formal and informal learning environments (Eccles, Wigfield, & Schiefele, 1998; Graham

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& Weiner, 1996). The research conducted in these areas has yielded results that both conative and affective factors can alter the outcome of cognitive efforts. According to Richard E. Snow's theory of aptitude (Snow, 1989),

> Performance in academic tasks is a process involving a continuous stream of person-situation transactions. Students bring to the performance situation, a repertoire of aptitude resources. These resources represent cognitive and motivational propensities such as knowledge. During performance, situational tasks demands and opportunities interact with these propensities to produce observable responses.

Snow contended that both conative and affective factors alter the perception of situations and ultimately the cognitive efforts. Studies in epistemological beliefs by Pintrich et al., (1993) explored how cognitive and affective responses acted as 'mediators' and 'filters' in conceptual change. Benjamin S. Bloom can trace data back to studies that supports how affect (emotions and feelings) and cognition seem inextricably intertwined. Bloom (1956) stated that domain-specific motivational factors, may be placed in one of the mentioned domains, but are not devoid of some components of the two other domains.

Bloom (1956) went on to state that "each person responds as a 'whole being' whenever he responds." According to Spielberger (1979), "affective and cognitive responses in a particular situation or context constitute psychological states; when such states are consistently observed across different situations the label trait may be used." When these responses are positive, such as in the case of efficacy, confidence beliefs and engagement with learning the outcome is observable positive responses. It is the lack of these positive responses in students, which teachers are being challenged to amend.

Teaching solely the standards, and teaching to the test, has failed because this type of experience is outside of the student. In order for students to evolve, instructors must teach to the individual and to his/her collective experience. Dewey (1931) argued:

> ...with our lack of imagination in generating leading ideas. Because we are afraid of speculative ideas, we do and do over and over again, an immense amount of specialized work in the region of facts. We forget such facts are only data; that is, are only fragmentary, uncompleted meaning, and unless they are rounded out into complete ideas - a work which can only be done by hypotheses, by a free imagination of

intellectual possibilities- they are as helpless as
are all maimed things and as repellent as needlessly
thwarted ones. (p. 11)

According to Dewey, a child's imagination is a
connection to the education of feeling, and a part of
intelligence. Teachers must eliminate the feelings of
futility that children experience and which often blocks
any intention to learn by creating a community that
fosters dialogue for shared memories, open communication
and empathy. It is by these means that children will be
drawn together to undergo both an individual and
collective experience. This type of critical thinking
applied to everyday circumstances and decisions
characterizes someone who has reached high levels of
cognitive development.

PROJECT GLAD

Many language teaching approaches and methods have
been developed over the years. Approaches are general ways
of teaching that are based on theories. Methods are more
specific instructional or system designs based on
theories. Some approaches and methods that are commonly
used (often in combination with one another) in modern-day
language teaching include Competency-based Language

Teaching, Content-based Instruction, and Guided Language Acquisition Design (GLAD).

In Competency-based Language Teaching (CBLT), the focus is on the result of language teaching (how well the student can use the language) rather than the process of teaching and learning. The current focus on "standards" in the American educational setting is a product of competency-based education. In the case of language learning, the focus is on language use and the ability of learners to interact. Student performance is not rated in comparison with that of other students but against a list of acceptable levels of language mastery.

In Content-based Instruction approach, the learning of language happens at the same time as the learning of content material. This approach makes it possible for English language learners (ELLs) to learn the same subjects that their native speaking peers are learning and, in this way, helps to keep ELLs from falling behind in their academic subjects during the time that they are learning English. The focus on content gives a clear purpose for language learning that can be motivating for students. The goal of content-based instruction is to empower students to become independent learners of academic subject matter and, for this reason, authentic

materials are often used and/or adapted in content-based language classrooms.

PROJECT GLAD is a model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills. PROJECT GLAD was developed and field tested for nine years in the Fountain Valley School District and is based on years of experience with integrated approaches for teaching language. This instructional model develops metacognitive use of high level, academic language and literacy.

PROJECT GLAD has two components: the "what" of the language acquisition model and the "how" of classroom applications. The "what" of the language acquisition model refers to the integrated, balanced literacy approach that PROJECT GLAD provides. The integration of listening, speaking, reading and writing into all content areas and the interrelating of science, social studies, and literature with each other, emphasizes research that language is acquired most effectively when the emphasis is on meaning and the message and not on form. Brain research reinforces that by integrating the content areas and direct teaching of metacognitive strategies, learning is

made more relevant and meaningful, thus resulting in more effective learning.

The "how" of classroom applications refers to the training in theory and research in the disciplines of reading, writing, cross cultural respect, primary language, and coaching that serve as a basis for the classroom implications, strategies and organization.

Features of PROJECT GLAD that promote successful, involved teachers and students include:

- a model rooted in research and field tested for the past 15 years

- a classroom environment that values the student

- authentic opportunities for use of academic language

- use of integrated themes

- an extensive amount of opportunity for oral language

- collaborative approach to teaching

Gains in standardized test scores as well as renewed involvement in a classroom that is, not only student-centered, but also fosters a sense of identify and voice is what helped make PROJECT GLAD a United Sates Department of Education, OBEMLA, Project of Academic

Excellence and a California Department of Education
Exemplary Program.

Summary

The literature important to the project was presented
in Chapter Two. To understand the necessity for a
curriculum that incorporates PROJECT GLAD strategies in
the introduction of curriculum skills it was necessary to
identify the limitations of the current educational
reform, No Child Left Behind ACT (NCLBA). The stringent
accountability factors set by NCLBA, specifically high
stakes testing, have shifted the focus of instruction
skills that Bloom's Taxonomy (1956) labeled analysis,
synthesis and evaluation of information to simply
knowledge and comprehension of basic facts. In addition,
to identifying the limitations of the current reform, it
was also necessary to define the components of PROJECT
GLAD strategies and their relevance to academic
achievement.

CHAPTER THREE

METHODOLOGY

Introduction

Chapter Three documents the steps used in developing the project. The research on current practices in curriculum instruction as a direct result of No Child Left Behind Act (NCLBA) legislation, the necessity for a change in current curriculum, and the benefits of using PROJECT GLAD strategies when teaching literacy genres to English language learners were identified through various sources as listed in the reference section. Questions were formulated with regard to how well the current curriculum meets the needs of students, schools, and society at-large. Theory, legislation, and existing data was compiled and studied. Ultimately, it was discovered that today's educational agencies and practices, currently in place throughout the nation, were falling miserably short of meeting many vital needs of English language learners.

Development

Resources and Content Validation

The project utilized much of the theory presented in the body of the project as well as the most effective age-appropriate PROJECT GLAD teaching strategies.

Additional studies are necessary. This would include, but not be limited to, updating and identifying the current changes brought about by current federal and state legislation, more specifically, changes taking place during President Bush's second term of office and recent literature supporting the need for alternative teaching practices for English language learners.

In addition to an influx in state assessments at the high school level, the endorsement of the growth of Advanced Placement courses, and the allocation of funding for initiatives such as Striving Readers and State Scholars, the President's High School Initiative would trigger changes throughout the k-12 curriculum. These changes may in fact affect the practices now in place at the elementary level.

The PROJECT GLAD data provided in Chapter Two was based on large-scale studies conducted throughout various numbers of school districts. Currently, more and more districts throughout the nation have adopted the integration of PROJECT GLAD strategies to support their curriculums. Unfortunately, differences in the amount of implementation and teacher training exist throughout these districts and throughout individual schools. These differences in the implementation of PROJECT GLAD

strategies throughout schools were a result of a restricted amount of consistent data. In addition, studies conducted to evaluate the long-term benefits of such program were limited based on their full implementation. Long-term case studies are necessary in order to acquire information on the long-term effects of this form of curriculum.

Design

This project's design was based on research findings in both PROJECT GLAD strategies and suggestions from an informal panel of second grade teachers and an elementary principal.

This panel consisted of one principal that works for the Riverside Unified School District in Riverside, California and four second grade teachers that work for the Perris Elementary School District in Perris, California, and.

The principal possesses 10 years of experience as a principal, five years of experience as a reading specialist, and holds a masters degree in Administration. Each teacher in the panel possesses a minimum of seven years experience as a second grade teacher of teaching English language learners. These teachers have been working for Perris Elementary School District for a

minimum of seven years and have been teaching the current curriculum for a minimum of three years. Three of the four teachers possess a master's degree in the area of curriculum development and two teachers have a master's degree in the area of reading. The panel discussed issues and posed questions regarding their knowledge of literacy genres and PROJECT GLAD strategies. Based on the discussions, it was determined that a conceptual model was needed in order to define literacy genres.

A conceptual model was adapted in order to define the domain of literacy genres. In this model, two literacy genres were defined as requiring a reader to use different strategies. Expository texts require that students gather and organize facts, as well as critically analyze information. Narrative texts invite students to connect with personal experiences and empathize with the characters. The design of this project was intended to promote the development of literacy by increasing students' desire to learn and gain information.

The panel was then asked to study various PROJECT GLAD strategies and review stories currently found in the district's basal reader, for their effectiveness. In view of the fact that PROJECT GLAD strategies target various subsets of cognitive abilities, the choice of which subset

would be most appropriate to target with this project, was posed to the panel. After exposing the panel to the programs, the panel found that problem-solving/decision-making, vocabulary development, and sequential skills were critical skills for second grade bilingual students.

With high learning demands being placed on children as early as kindergarten, and those of high stakes testing, it is believed that equipping children as early as possible with the above-mentioned skills would benefit them greatly.

In addition to addressing the content area of the project, the decision to integrate PROJECT GLAD strategies into the Language Arts curriculum or to utilize it in a different curriculum area was also explored by the panel. The decision to integrate it to the curriculum was reached. An investigation into the advantages as well as disadvantages of both approaches was carried out. The conclusion was to incorporate the project into the Language Arts curriculum based on time management, flexibility, material availability, and district guidelines. With the limited amount of time and the extensive amount of information to be taught, it was considered that embedding this curriculum to the Language

Arts curriculum currently in place would facilitate the task for teachers in two ways. First, teachers would already have a block time set aside in their schedule for the implementation of this curriculum. Second, teachers would not have to gather up material since these materials are already a part of the Language Arts curriculum.

In addition to deciding on an effective approach to implementing the strategies, this panel also assisted in developing the pedagogical strategies adopted in the program. A consensus was reached as to what interactive teaching strategies each lesson would utilize, what direct teaching strategies would be employed, what genres would be addressed, and what assessment approaches would be best suited for the population being targeted (See APPENDIX).

Population Served

This project was designed to assist second grade bilingual students in the Perris Elementary School District in the State of California to learn, develop, and apply an array of strategies throughout various genres. Students would learn and distinguish various strategies to assist them read aloud with expression, comprehension, and fluency. As a result it is expected that students will exercise greater motivation to read a variety of narrative

and expository materials to read with others and on their own.

Project Design

The proposed project was a handbook containing lesson plans utilizing successful PROJECT GLAD strategies in the teaching of literacy genres, which sought to identify various academic areas for second grade bilingual students (See Appendix). This project identified areas for academic improvement, and provided second grade bilingual students opportunities to apply this knowledge to other stories.

This handbook was a project designed to meet four primary objectives that developed the following competencies:

1. Identify book selections that meet second grade content standards.

2. Develop an understanding of the different strategies required for understanding specific text genres.

3. Create a repertoire of possible strategies that will assist students in successfully comprehending the reading selections.

4. Adopt and utilize this repertoire of strategies in all reading situations.

Achieving the above competencies would result in students having a positive predisposition to responding to things, people, places, events, and ideas found throughout various literacy genres.

Goals and Objectives of PROJECT GLAD Strategies

The content of Using PROJECT GLAD strategies in the Teaching of Literacy Genres to Second Grade Bilingual Students was developed after researching current teaching strategies, researching issues facing today's educational system, and studying the effects of PROJECT GLAD strategies with English language learners in the education setting. The primary objectives were:

1. Provide second grade teachers with a series of lessons plans aimed at developing specific academic traits of bilingual students.
2. Present the curriculum as a supplement to the current curriculum being used at their school.

Summary

Existing data and theory supports the hypotheses that today's educational system is not fully meeting the needs of students, teachers, schools and the community at large. The reason for this shortcoming is simple: students do not

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possess the adequate comprehension traits to take on the rigid requirements of today's academic curriculum.

CHAPTER FOUR

CONCLUSIONS AND RECOMMENDATIONS

Introduction

Given the current state of scripted curriculum in
Language Arts as mandated by the state of California via
the NCLB Act, this project designed relevant pedagogy
using PROJECT GLAD strategies. The theory, research, and
pedagogy that support ELLs' learning was presented as well
as the documentation that the current state of affairs
governing the teaching of the Language Arts, specifically
reading, is a failure. My second grade team and principal
guided me in developing the current prototype lessons
using PROJECT GLAD strategies as a basis. A preliminary
handbook that includes both fiction and nonfiction across
the genres was developed in order to guide the second
grade reading/language arts curriculum, i.e., to genuinely
motivate the children, to teach them specific
comprehension strategies, and to engage them in critical
thinking and a love of reading.

The Curriculum

This project's purpose was to introduce second grade
bilingual students to PROJECT GLAD strategies in the
teaching of literacy genres through the enhancement of an

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already established language arts curriculum. The PROJECT GLAD strategies in the teaching of literacy genres curriculum consisted of lessons with learning objectives that are a statement of changes to take place in students' thinking as well as in their overt actions (performance).

Conclusions

Three conclusions from the project follow:

1.   The current legislation, No Child Left Behind Act was placing tremendous pressure on districts, schools, teachers, and students with high stakes testing in grades 3-8.

2.   This accountability has lead to a specific type of instructional teaching that was directly linked to testing and comes at the expense of higher substantive learning and critical thinking.

3.   A need for a curriculum that builds a strong, positive, personal identity, a strong school, a strong community, and ultimately a strong society is critical.

Recommendations

The recommendations resulting from the project follows:

1. Further research and evaluation are needed to verify the findings of this project.

2. Further research and evaluation are needed to address the effect of President Bush's High School Incentive on educational trends.

3. Consistent and thorough implementation of PROJECT GLAD is needed to determine if this program meets the needs of ELL students from different cultural backgrounds.

4. Alternative types of language measures that generate linguistic information are needed to assess the growth of language skills of ELL students.

5. Additional action research is needed to determine if this program should be offered to other grade levels.

Summary

The research underlying this project supports the premise upon which PROJECT GLAD was based. Reform in

current teaching practices and content is needed to meet the needs of the increasing ELL population.

High accountability demands, posed by recent legislation, are obstructing higher substantive learning in schools. A new curriculum that yields students who are able to use English to ask questions, to understand teachers and reading materials, to test ideas, and to challenge what is being asked in the classroom is needed in order to equip ELL students with the high-stakes demands being placed on them.

The recommendations for further research and evaluation need to be scheduled to verify the content validity of this project. Finally, consideration must be given to variables that affect language learning and instruction: age, grade placement, personality, educational background, socio-economic level, level of English proficiency, level of proficiency in the native language, parental support, academic needs of the students, and resources available.

Teachers are ultimately the one's responsible for teaching our children and organizing academic success. Mandated programs do not teach; teachers teach. Methods do not teach; teachers teach. Como maestra, yo me encargo de la enseñanza de mis alumnos.

APPENDIX

USING PROJECT GLAD STRATEGIES IN THE TEACHING

OF LITERACY GENRES TO SECOND GRADE

BILINGUAL STUDENTS

USING PROJECT GLAD STRATEGIES IN THE

TEACHING OF LITERACY GENRES TO SECOND GRADE

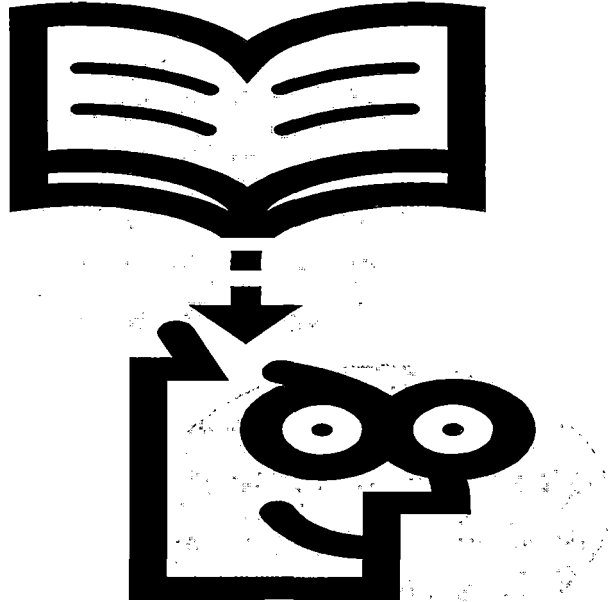# BILINGUAL STUDENTS

By
Socorro Arellano

Table of Content

Preface

For Whom This Handbook Is Intended

This handbook is intended for teachers, who share the philosophy

that if we are to prepare ELL students for success in school, then we

cannot continue utilizing present teaching practices. We need to equip

them with problem solving skills and comprehensive strategies that will

assure success through consistent exposure to instructional activities and

content that students encounter through participation in Project GLAD.

These activities and content must also be aligned with the instructional

activities and content that mainstream students are expected to perform

and learn.

This handbook uses literature from various genres that evokes

cognitive responses from readers that need to be acknowledged, explored

and extended. These stories demand readers to utilize and explore a variety

of responses of story traits. By cognitively engaging the reader, these

stories fortify the best academic performance of its readers.

Through the use of various pedagogical approaches that foster

motivation, input, guided oral practice, and reading/writing activities

students are guided to think critically and construct meaning. Through a

series of steps embedded throughout the handbook students will identify basic questions and issues, clarify meanings, uncover assumption and biases, increase vocabulary, and draw warranted or justified conclusions. Students will understand that they can use reading and writing to bring about change in their interpretation of story events.

The metacognitive activities suggested in this handbook allow for students' own thinking to become transparent to them thus allowing students to become more autonomous and successful learners. The instructional decisions of this handbook were made with the intent of providing learning experiences designed to develop higher meta-cognitive skills in ELL students in second grade.

The combination of the selected stories along with the selection of pedagogical practices offer you, the teacher, the opportunity to introduce students to the appreciation of learning of various literary genres.

Introduction

The following lessons have been designed with the awareness of the time constrictions teachers face in the classroom day after day. With this in mind, the four components of each of the lessons, focusing/motivation, input, guided oral practice, and reading/writing activities were designed to be independent of each other. The focusing/motivation component is intended to accomplish three things: capture student interest, assess and activate background knowledge, and guide students in synthesizing their learning. The input component aims to present information in a comprehensible way through the use of graphic organizers and/or diagrams and to revisit reading and writing extension strategies. The guided oral practice allows students to practice new vocabulary and utilize content embedded patterned language. Finally the reading/writing activities provide students with a language-functional environment that is rich in content-based opportunities to work with the different genres.

This interdependence allows for flexibility in the administration of the lessons. Teachers can choose to administer the entire lesson in one day or can choose which components of the lesson to use depending on how much time is available. Another method for presenting the lessons can be

to introduce a section a day at a time. The exposure to the entire lesson, however, will give students a deep understanding of the skills targeted and is the most recommended method for utilizing the lesson plans.

Clara Barton Spirit of the American Red Cross
By Patricia Lakin
Illustrated by Simon Sullivan

Genre
Non-fiction

Reading Time
10 minutes

Strategies
Asking questions, monitoring and clarifying, summarizing

Skills/Literary Elements
Main idea and details

Summary
Clara Barton was very shy and sensitive, and not always sure of herself. But her fighting spirit and desire to help others drove her to become one of the world's most famous humanitarians. Learn all about the life of the woman who formed the American Red Cross.

Advance Preparation For Teacher

Step-by-Step

1. Create a pictorial shaped like a First Aid Kit to illustrate objects commonly found in a First Aid Kit.

2. Use an opaque projector or overhead projector to enlarge the pictures and trace them on butcher paper in light pencil, including vocabulary words.

Focusing/Motivation
Teacher will show students a First Aid Kit. Teacher will ask students if they have ever seen one of these kits before. Teacher will then ask students to name items that can be found inside the kit.

Input
Teacher will create a pictorial input chart (see sample below) of items that students listed as found in a First Aid Kit and label it First Aid Kit Supplies

Step-by-Step

1. With students present, trace over the pictorial with markers, providing verbal input as you go.

2. Revisit the pictorial to add vocabulary word cards of the words that students volunteered and review information.

3. Pictorials become part of the LANGUAGE FUNCTIONAL ENVIRONMENT.

4. Allow students to color pictorials.
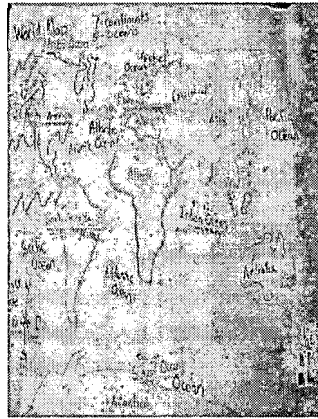
Guided Oral Practice
Teacher will ask students to name the supplies found in a First Aid Kit and to think of how and when each of the items is used.

Reading/Writing Activity
• Teacher will ask students to write their responses to the Guided Oral Practice on green index cards.
• Teacher will place these cards under the category of injury/wounds.
• Students will then be asked to take a term from the injury/wounds category and match it with a vocabulary card on the pictorial input chart.
• Teacher will read story aloud to students.
• Teacher will ask students to find a symbol on the First Aid Kit that reminds them of Clara Barton.
• Teacher will ask students to answer the following writing prompt:
Why does the Red Cross found on the First Aid Kit remind us of Clara Barton's life?

Closure
Students will be given small gift boxes to use as a First Aid Kit. They are to use construction paper to decorate the gift box and to make the supplies normally found in a First Aid Kit.

Vocabulary
Disaster, sibling, injury, self-confidence, supplies, wounds

Why The Sun And The Moon Live In The Sky
By Elphinstone Dayrell
Illustrated by Blair Lent

Genre
Folktale

Reading Time
6 minutes

Strategies
Making predictions, asking questions, monitoring and clarifying

Skills/Literary Elements
Sequence, making inference/dialogue

Summary
An African story of how the sun and the moon came to live in the sky is told.

Advance Preparation For Teacher

Step-by-Step

1. Choose concepts and vocabulary that you would like to present via narrative input

2. Draw or copy pictures from story and attach the text to the back

3. Laminate the pictures for retelling

4. Create a background for the narrative that may be as simple as a laminated piece of butcher paper

Focusing/Motivation
Show students pictures of the sun, moon, and various bodies of water (i.e. river, ocean, lakes, streams, etc...).

Input
Teacher will create a Narrative Input Chart (see sample below) and label it Why The Sun And The Moon Live In The Sky

Step-by-Step

1. Gather the students close to you and tell the story as you place the pictures on the background

2. Revisit the narrative after the Guided Oral Practice to add speech bubbles
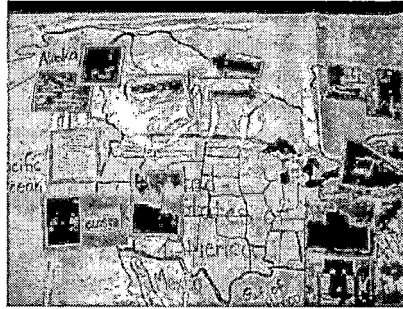
Guided Oral Practice
Call on four students to play the parts of the Moon, the Sun, the Water, and One of the Water's People. The rest of the class will be divided into four groups: Moon, Sun, Water, and One of the Water's People. Ask each of the students to recall (with the help of his/her group) the dialogue of his/her character. Then, have all four students act out the story.

Reading/Writing Activity
• Teacher will assign groups (Water Group, Sun Group, etc...) the task of writing the dialogue of their character on speech bubbles (Water Group will write their dialogue using blue markers, Sun Group will use yellow markers, Moon Group will use gray markers, and One of the Water's People Group will use green markers).
• Students will present their speech bubbles to the rest of the class.
• Students will decide where in the story each example of dialogue is found and they will add speech bubbles to the Narrative Input Chart.
• Teacher will have students answer the following writing prompt in their journals: Why do you think the Sun and the Moon allowed more and more of Water's people to enter their home?

Closure
Students will create a mobile that consists of cutouts of the continent of Africa and the characters. Students will be asked to find the continent of Africa in their student Atlas. They will then be asked to draw/copy the continent, label it, and shade in the west part of the continent. They will then be given yellow, blue, gray, and green construction squares to draw the four characters from the story. Hole punchers, string, and popsicle sticks will be made available to students to build their mobiles.

Vocabulary
Visit, build, flow

<div align="center">The Magic Nesting Doll
By Jacqueline K. Ogburn
Illustrated by Laurel Long</div>

Genre
Fantasy

Reading Time
15 minutes

Strategies
Making predictions, monitoring and clarifying, summarizing

Skills/Literary Elements
Drawing conclusions/plot

Summary
A wicked spell has turned the Tsarevitch, a handsome young prince into ice. Now only a poor peasant girl named Katya can save him, using her own ingenuity and her grandmother's magic nesting doll. But the Grand Vizier, the cruel wizard who cast the spell, has no intention of letting Katya destroy his handiwork, and he will fight her every step of the way.

Advance Preparation For Teacher

Step-by-Step

1. Create a chart consisting of seven rows and four columns. Label the columns as follow: Bear (written in brown), Wolf (written in gray), and Bird (written in red). Label the rows as follow: looks like this, changes in setting, physical traits of animals, animal behaviors, changes in Grand Vizier, and changes in the Prince.

2. Draw/cut a picture of a brown bear, a gray wolf, and a red bird.

3. Place the above pictures in the grid cell labeled "looks like this."

Focusing/Motivation
Teacher will have an array of dolls varying in size, color, texture, etc... on display prior to reading story.

Input

Teacher will create a process grid (see sample below) that will categorize the animals according to the changes in the setting that the animals bring about, and the actions of each animal.

Step-by-Step

1. Explain to students that they will be listening to a story that has many important characters.

2. Inform students that in order to keep track of these very important characters a grid will be filled out as the story is read.

3. Introduce the characters and the row headings.

4. Choose students randomly as the story is read to provide information to be entered on process grid.
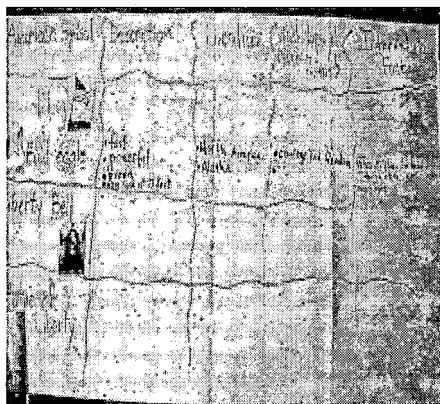
Guided Oral Practice

Teacher will divide class into three groups: Bear Group, Wolf Group, and Bird Group. Students are to discuss with their group facts that they know about their animals. Students will then be asked to present their facts to the rest of the group.

Reading/Writing Activity

• Students will respond to the following writing prompts in their journals:
What was the last bit of magic that Katya needed to break the wicked spell? How do you know? Why do you think the Prince banned all hunting of bears, wolves, and birds?

Closure

Students will create a big book of their favorite animal character from the story. They will be asked to refer to the process grid for facts and use available resources (i.e. classroom library) as reference materials.

Vocabulary

Spell, wicked, thaw, dawn, enchantment, palace, guards, banned

<center>Paul Bunyan
By Steven Kellog
Illustrated by Steven Kellog</center>

Genre
Tall Tale

Reading Time
13 minutes

Strategies
Visualizing, summarizing, monitoring and clarifying

Skills/Literary Elements
Word choice, cause and effect

Summary
This story recounts the life of the extraordinary lumberjack whose unusual size and strength brought him many fantastic adventures.

Advance Preparation For Teacher

Step-by-Step

1. Create a grid with 4 columns and eight rows and label it Cognitive Content Dictionary. See vocabulary at the end of lesson for words to present via narrative input. Write one word in each row using a different color marker. Label the columns: Word, Predicted Meaning, Actual Meaning, and Sentence.

Focusing/Motivation
Teacher will show students different size chocolate bars. Teacher will ask students what size chocolate bar would they most want to eat and why?

Input
Teacher will create a Cognitive Content Dictionary (see sample below) to demonstrate the slight differences in the use of similar adjectives

Step-by-Step

1. Explain to students that tall tales are stories that contain exciting illustrations and very funny and hard to believe events.
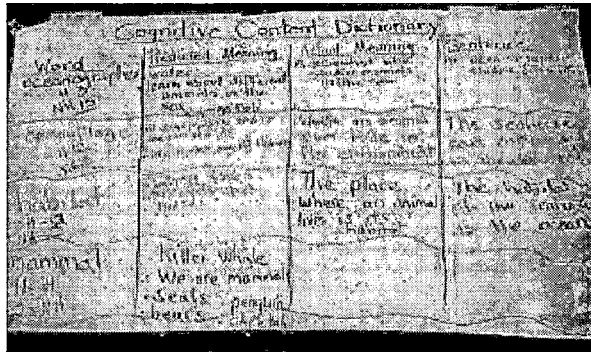
2. Explain to students that what makes a story hard to believe are the words that an author uses when describing the events and characters in the story.

3. Tell students that a Cognitive Content Dictionary will be used to keep track of all the words that make this story so funny and hard to believe.

4. Review the headings of the columns with students and model the process using a word from the first page of the book.

Guided Oral Practice
Have students look at the book cover. Then have students volunteer words that they feel might be added to the Cognitive Content Dictionary.

Reading/Writing Activity
• Teacher will read story and stop when reaching one of the vocabulary words.
• Teacher will stop and ask students to discuss amongst themselves what they predict the word means.
• Teacher will randomly select a student to write his/her prediction on chart.
• Using visual cues and contextual cues, teacher will assist students in identifying the correct definition for the word.
• Students will be randomly selected to write the correct definition of word and the sentence in which the word was used.
• Teacher will follow the same process with every vocabulary word.

Closure
Students will be asked to reflect in their journals what other words could have been used in the story to help make the story funnier and harder to believe.

Vocabulary
Astonishing, extremely, enormous, colossal, giant, flaming, raging, unusual

Sylvester And The Magic Pebble
By William Steig
Illustrated by William Steig

Genre
Fiction

Reading Time
11 minutes

Strategies
Making predictions, monitoring and clarifying

Skills/Literary Elements
Sequence, point of view/word choice, mood and ideas

Summary
On a rainy day, Sylvester finds a magic pebble that can make wishes come true. But when a lion frightens him on his way home, Sylvester makes a wish that brings unexpected results.

Advance Preparation For Teacher

Step-by-Step

1. Create a story map on a large piece of chart paper by drawing a large rectangle and dividing it into 6 parts. Label the top section setting, the second section characters, the third section event 1, the fourth section event 2, the fifth section event 3, and the last section conclusion. Use a different color marker for each section.

Focusing/Motivation
Students will be instructed to go out to the playground and look for a rock that they consider to be special, and have them bring it back to the class.

Input
Teacher will create a Story Map (see sample below) that will help assist students place the story events in sequential order.

Step-by-Step

1. Explain to students that this story will be lengthy.

2. Explain to students that some events are not important in the story while others are very important. Continue by saying that important events are events that allow for the story to continue while unimportant events can be taken out of the story and the story will continue.

3. Tell students that many important events will happen in the story and that it is important to understand when these events take place.

4. Tell students that the story map will help them keep track of the major events in this lengthy story.

5. Direct kids to listen for major events and when they think they've heard one to raise their hand.

6. Model this exercise by reviewing main events from familiar story.
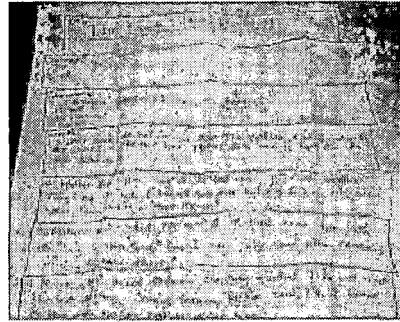
Guided Oral Practice
Have students read aloud the sections of the story map.

Reading/Writing Activity
• Teacher will read story aloud to students.
• As students raise their hand, teacher will stop and take note of what they have identified as a main event.
• At the end of the story, teacher will go back to the identified main events and ask students the following question: If this event hadn't happened, could the story have continued? If your answer is yes, explain. If your answer is no, explain.
• As students identify the main events of the story, teacher will call on random students to come and write the answers directly on the Story Map. Incorrect answers will also be written down on sentence strips, but not added to the Story Map.
• Then, teacher will call on students to identify the setting of the story, the characters, and the conclusion. Teacher will call on students to write the correct responses on the Story Map.

Closure
Have students look at their pebble and instruct them to respond to the following writing prompt in the journals: If your pebble were magic, what would you wish for and why?

Vocabulary
Pebble, extraordinary, panic, dreadful, miserable

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