

Running Head: GLAD STRATEGIES FOR GENERAL EDUCATION

ETC 690 Master Project

Two Guided Language Acquisition Design (GLAD) Strategies and a Classroom

Jamie Domingo

Submitted to the

Graduate School of Education

City University of Seattle

In Partial Fulfillment of the Requirements

For the Degree of Master in Teaching

I give permission to City University to store and use this MIT Project for teaching purposes.

Submitted by Jamie Domingo 05/03/2019
Candidate's Name Date

Approved by _____
Advisor's Name, Abbreviated Degree(s) Date

Approved by Sue Seiber, Director TCP. _____
Date

GLAD STRATEGIES FOR GENERAL EDUCATION

Table of Contents

Table of Contents	ii
Acknowledgements	iv
Abstract	2
Introduction	3
Dilemma (or Problem Statement)	3
Rationale	3
Literature Review	4
Common Core State Standards	5
Guided Acquisition Language Design (GLAD)	6
ELL / Non-ELL Interaction	7
Reading and Writing Relationship	8
Question	9
Purpose	10
Methodology	10
Design	10
Context	10
Participants	11
Intervention	12
Data Gathering Instruments/Assessments	14
Results	16
Discussion	20
Conclusions	20
Implications or relevance	21

GLAD STRATEGIES FOR GENERAL EDUCATION

Limitations	21
Recommendations.....	22
References.....	23
Appendix.....	26
Author's Note.....	27

GLAD STRATEGIES FOR GENERAL EDUCATION

Acknowledgements

The author would like to thank City University of Seattle and Brody LaRock for the assistance provided throughout this research project. The author would also like to thank Bethel School District and Mr. Ralph Wisner for approving this project and allowing the research to be conducted within their schools. The students and teacher of the second-grade classroom in which the research was conducted were vital to this study.

In addition, the author would like to thank her family, the second-grade team, and her classmates for the support and guidance provided throughout this time. The time taken to mentor and provide feedback were instrumental throughout this study.

GLAD STRATEGIES FOR GENERAL EDUCATION

Abstract

More than half of second grade students at an elementary school in Washington tested below the standard reading level. This study focused on using two Guided Language Acquisition Design (GLAD) strategies, the Cooperative Strip Paragraph and graphic organizer, to help students improve their reading ability. The baseline data included multiple assessments during the first week. Each intervention was implemented over the course of three weeks using the gradual release of responsibility method. First, the teacher modeled the strategy. Then, the students worked in groups. Afterwards, students worked independently. The results of this study showed slight improvement in comprehension but were inconclusive for improving reading ability.

GLAD STRATEGIES FOR GENERAL EDUCATION

Introduction

Guided Language Acquisition Design (GLAD) was developed to assist in English language development and literacy (ELD Strategies, n.d.). The researcher discusses GLAD in detail in the literature review section of this report. This study was designed to research the use of two GLAD strategies implemented in a general education classroom to improve reading fluency.

Dilemma (or Problem Statement)

This school year, 70% of second grade students tested below grade equivalent reading level in the STAR Reading assessment administered in October 2018. For the third graders in 2017-2018, 72.7% met reading standard according to the OSPI Report Card 2017. Second graders this year will need to improve their reading levels in order to prepare for the general state English Language Arts (ELA) assessment that will be given in their third-grade year.

Rationale

Various strategies have been identified in supporting language acquisition (Goldenberg, 2008). Studies show that learning language is similar between native English-speaking students and those learning English as a second language (Case, 2015; Gersten, et al., 2007; Richard-Amato & Snow, 2005). Guided Language Acquisition Design (GLAD) was developed to help teachers provide core content instruction to students in English language development and literacy. This is a multicomponent K-12 instructional model intended to stimulate high levels of academic language and achievement for students at all levels of English proficiency (ELD Strategies, n.d.). GLAD strategies have shown to improve student reading and writing among students who qualify as English Language Learners (ELL) (Cawthon, 2005). If GLAD strategies are effective for ELL students, then teachers should be able to use these strategies in a general

GLAD STRATEGIES FOR GENERAL EDUCATION

education classroom with non-ELL students. Because of the low reading levels in the classroom, I wanted to focus on strategies that improve reading and writing.

Second grade students have to be able to ask and answer questions to display understanding of key details in a text, CCSS.ELA-LITERACY.RL.2.1 (Common Core State Standards Initiative, 2010). The set of specific, multistep instructional strategies offered through GLAD provides teachers more ways to support students at different reading and writing levels. For example, for this specific standard, some students may be able to ask questions immediately after reading a text. Other students may require more processing time. Those that can answer right away may answer prompts while the students who require more processing time may use a graphic organizer that helps them draw information from the text.

Students in second grade are also required to describe how characters in a story respond to major events and challenges, CCSS.ELA-LITERACY.RL.2.3 (Common Core State Standards Initiative, 2010). Teachers can pair students with peers at a higher reading level, promoting cooperative learning. After reading a text, they can discuss how their own experiences relate to the characters. They verbally practice description skills and ways to connect and sequence the events of the story (Pang, 2013). Team tasks is an identified GLAD teaching strategy. This instructional model for English language development can help teachers when they apply the right strategies.

Literature Review

The purpose of this study is to determine the effects of two specific GLAD strategies on students' reading ability. These two GLAD strategies are the Cooperative Strip Paragraph and the Story Map Graphic Organizer. The use of these GLAD strategies has not undergone any previous formal evaluation on its impact on student learning. This study addresses this gap in the

GLAD STRATEGIES FOR GENERAL EDUCATION

research literature. The following literature review discusses the Common Core State Standards, GLAD, and the two GLAD strategies implemented in this study, ELL and non-ELL interaction, and the reading-writing relationship.

Common Core State Standards

In order to understand the effects of GLAD strategies, we must first understand the standards teachers are working towards. The Common Core State Standards (CCSS) Initiative began in 2009. Prior to the implementation of the CCSS, states had their own educational standards identified. The 48 states all agreed that the students deserved “clear, focused learning goals wherever they might live” (OSPI, 2018). Having common standards promotes collaboration across state lines.

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today’s curriculum.

(Common Core State Standards Initiative, 2010)

The reading standards for literature gradually became more complex with each year, identifying skills that should be mastered before moving onto the next grade level. The College and Career Readiness (CCR) provides broad standards in which the CCSS identifies specific skills students need to demonstrate each year to achieve the CCR standards.

GLAD STRATEGIES FOR GENERAL EDUCATION

Guided Acquisition Language Design (GLAD)

Developed by Marcia Brechtel and Linnea Haley in the 1980s, GLAD became a formal instructional model in the 1990s focusing on academic language acquisition and literacy (ELD, n.d.). The United States Department of Education field tested this project for nine years (Be glad, n.d.). GLAD strategies were designed to improve pedagogy and create an inclusive learning environment addressing diversity. It promotes the idea of project-based learning and student-centered curriculum where the teacher becomes the facilitator in student learning. Teachers use a gradual-release-of-responsibility approach where they begin with whole-class modeling, followed by small group work, and finish with individual practice.

GLAD does not provide teachers with a set curriculum. Instead, it identifies 35 instructional strategies that fall into four components: focus/motivation, input, guided oral practice, and reading/writing. For focus and motivation, cognitive content dictionary, exploration report, observation chart, and inquiry charts are some specific GLAD strategies. There are also input charts for various learning—pictorial, comparative, and narrative. GLAD strategies for guided oral practice include 10/2, T Graph for social skills, chants, and sentence pattern charts. For reading and writing GLAD strategies, there are Cooperative Strip Paragraphs, team tasks, process grids, expert groups, and story maps (ELD Strategies, n.d.).

Cooperative strip paragraph. Diana Pinkston-Stewart (2017) describes this strategy as a language-rich activity that requires collaboration between teacher and students. Pinkston-Stewart (2015) uses the Cooperative Strip Paragraph as the final activity in her lessons. It integrates content, modeling, learning and practice. Although the Cooperative Strip Paragraph is used to focus on writing, it will benefit students' reading ability because it is interdependent to writing. Students must gain a deep understanding of content and language to express their ideas.

GLAD STRATEGIES FOR GENERAL EDUCATION

The scaffolding process within this strategy can benefit all students, not just ELLs (Davis & Miyake, 2004). In this process, the students write informational texts as a group task before doing their individual writing. They also learn revising and editing skills as a group.

Story map. Story maps are visual tools that help students pull the most important ideas from a story and reflect on concepts or facts (Gardill & Jitendra, 1999). They also help inspire inquiry. These types of graphic organizers can help ELLs practice sequencing facts or plots, analyze cause and effect, which in turn help them develop logical and critical thinking skills (Pang, 2013). They can also show students how to map out a narrative so that they can create a map for a story they want to write. According to Gardill and Jitendra (1999), “explicit instruction in both story grammar and the use of story maps has resulted in positive effects on reading comprehension skills of elementary and secondary students with and without learning disabilities” (p.3).

ELL / Non-ELL Interaction

Anny Case (2015) addresses the positives and negatives about the interaction between ELL and non-ELL students. Cooperative learning groups are becoming more and more popular in teaching. Because of this, it is easy to overlook challenges that may occur with ELL and non-ELL interaction. Case (2015) explores the interaction of ELL and non-ELL students in high school while collaboratively creating a digital video. She concludes:

While facing the challenges and possibilities of interaction across linguistic and cultural difference, we seemed to find ourselves precariously dancing between two different approaches: closing the gap brought on by the language barrier and opening spaces for interaction within and beyond linguistic difference.

(Case, 2015, p. 379)

GLAD STRATEGIES FOR GENERAL EDUCATION

Goldenberg (2008) points out ELLs and English speakers learn words similarly. When vocabulary is incorporated into meaningful contexts and students can practice its use often, both types of students will improve vocabulary and reading comprehension. Explicitly teaching the components of literacy contribute to both ELL and English speakers learning. It did not matter how much English a student knew, explaining new vocabulary helped all students. Goldenberg (2008) also describes a few negative aspects of ELL and English speaker interaction. He provides an example where when grouped together, some English speakers did not know how to help their ELL counterpart. In another example, he addresses the English speakers desire to complete the assignment which led to minimal interaction.

Reading and Writing Relationship

Carrasquillo and Rodriguez (2002) state listening, speaking, reading, and writing integrate to make up language. The following are four relationships identified between oral language, reading, and writing (Carrasquillo & Rodriguez, 2002):

- The abilities needed to acquire oral language are the same abilities students need for literacy development.
- Oral language is interdependent.
- The relationship between reading and writing development and oral language is strong.
- Students must learn some modality-specific information in order to advance their own spelling and punctuation.

Teachers develop lessons that integrate oral language development, reading, and writing. In reading, students are constantly constructing meaning. Conversational proficiency is not a direct correlation to academic proficiency. Some students may be able to converse with others

GLAD STRATEGIES FOR GENERAL EDUCATION

but cannot read. Others may read well but cannot converse well. Whether the student is an English Language Learner or not, learning to read is the same process.

Richard-Amato and Snow (2005) claim that “one of the best ways to help students grasp the complex language and structure of textbooks is through writing” (p. 168). Research has shown that the reading-writing connection share similarity between these activities (Richard-Amato & Snow, 2005). For example, reading and writing share many of the same thinking strategies. Examples of these strategies are connection to experience, perspective analysis, review, self-correction, and self-assessment. Richard-Amato and Snow (2005) also suggest that writing increases students’ understanding of text structure. This is because students have to take information, manipulate it, and organize it into ideas, requiring greater attention to detail than simply reading text material.

The two GLAD strategies for this study were the Cooperative Strip Paragraph and the Story Map Graphic Organizer. These strategies focus on writing but the connection to reading is deepened as students write their understanding of text structure (Richard-Amato & Snow, 2005). The literature review spans from the Common Core State Standards through ELL and non-ELL interaction. The standards students are expected to meet are identified along with taking into consideration how students are affected in a cooperative learning environment.

Question

How did the use of two specific Guided Language Acquisition Design (GLAD) strategies affect the reading academic performance of second graders? A secondary question for this study is which students were most impacted by these strategies?

GLAD STRATEGIES FOR GENERAL EDUCATION

Purpose

The purpose of this study was to determine the effects of two specific GLAD strategies on students' reading ability in a general education classroom. Implementing the use of the two specific GLAD strategies, Cooperative Strip Paragraph and the story map graphic organizer, will improve the reading ability for all students in a general education classroom. Students' reading ability will improve: a) by constructing Cooperative Strip Paragraphs that represent various concepts within the text; b) by constructing graphic organizers that represent the relationship between concepts and information retrieved from the text; c) by writing paragraphs applying the strategies learned from the interventions.

Methodology

This study was conducted to determine if the use of two specific GLAD strategies will improve students' reading ability in a general education classroom. This study gathered and analyzed qualitative data using formative and summative assessment strategies. This study was conducted in a second-grade general education classroom at a Title I school in Bethel School District. The interventions selected were easily integrated into the English Language Arts curriculum.

Design

This action research study collected and analyzed qualitative data using informal and formal assessment strategies to determine if the use of two GLAD strategies in a general education classroom improved students' reading ability.

Context

The school population at the elementary school this study was conducted had a population of 619 students in 2010-2011. The ethnicity breakdown for the 2010-2011 school

GLAD STRATEGIES FOR GENERAL EDUCATION

year was 16.2% Hispanic, 2.1% American Indian, 7.1% Asian, 20.1% Black/African American, and 46.8% White. Of the students, 48.8% were categorized as low income, 17.3% SPED, and 1.1% 504 (OSPI, 2010). The reported 2017-2018 population was 624 students. The ethnicity breakdown was 0.6% Indian, 1.5% Asian, 6.5% Black/African American, 35% Hispanic, 7.7% Native Hawaiian / Pacific Islander, and 32.7% White (OSPI, 2018). Although there was a very minimal difference in growth for the overall student population from 2010 to 2017, there was a significant increase in the number of Hispanic students. Low income students increased by more than 20% from 2010 to 2017. There is no record of the number of recorded English Learners in 2010. According to the OSPI Washington State Report Card for 2017, the school had 13.9% English Learners.

This is a Title I school. The school is a No Excuses University where the culture is focused on having high expectations and allowing no excuses for students to not turn-in assignments or miss school. The school focuses on ROAR behavior, where ROAR stands for responsible, on task, always safe, and responsible. This study was conducted in a second-grade classroom in a Title I school located in Bethel School District in Washington. There was a total of 18 students at the beginning of the study. At the end of the study, three students moved and two students transferred in half-way through the study. Four students receive Title I services, and there are three ELL students in the general education classroom. There is one ELL-certified instructor that assists general education teachers, using the push-in or pull-out method.

Participants

The participants were students from a Washington state public school general education classroom. This second-grade classroom began with a total of 18 students, ten boys and eight girls, ages 7-8 years old. By the end of the study, three students transferred out and two students

GLAD STRATEGIES FOR GENERAL EDUCATION

transferred into the classroom. The final sample size examined 15 students made up of seven girls and eight boys. There were five students that received Title I services, three of which are identified ELL students in the class and low-level readers. There is another student with a behavior IEP. The three ELL students come from diverse backgrounds: one Russian, one Samoan, and one Hispanic. Approximately 1/3 of the class is of Hispanic decent while the other two-thirds is a mix of Caucasian, Pacific Islander, European, and Asian.

Intervention

This study used two specific GLAD strategies as interventions to improve reading: Cooperative Strip Paragraph and story map graphic organizer. These two were chosen out of the 35 instructional strategies GLAD identified because of the low reading levels in the classroom. According to Pinkston-Stewart (2017), these strategies are language-rich activities requiring collaboration between teacher and students, integrating content, modeling, learning, and practice. The story map organizer also trains students to pull out critical ideas from a story. Although these strategies focused on writing, reading ability is interdependent to writing. Writing entails readers manipulating and organizing ideas with greater attention to detail than simply reading text material (Richard-Amato & Snow, 2005).

The first week of student teaching was used to gather baseline data using the assessments described in the next section as well as administering an attitude survey towards reading. The following three weeks incorporated the gradual-release-of-responsibility approach implementing the Cooperative Strip Paragraph strategy. During the first week (Monday through Thursday), the researcher read a story to the class and introduced the Cooperative Strip Paragraph, explaining its importance and the process. The researcher also provided instruction with an example of what it was and how to get to the end product. Friday was a formative assessment of fluency reading a

GLAD STRATEGIES FOR GENERAL EDUCATION

passage, recording the results, and reviewing students' AR test results. The following week consisted of the class reading a new story together and conducting the Cooperative Strip Paragraph within their table groups. Table groups were already established based on integrating high-level readers with average and low-level readers prior to the start of this study. In the third week the students were released to read a new story with a partner and then create a Cooperative Strip Paragraph. The assessments for this week were the fluency passage reading, reviewing AR test results, and writing their own summary.

After completing the Cooperative Strip Paragraph implementation, the story map graphic organizers were introduced in the same manner as the Cooperative Strip Paragraph. First, we read a story the students were familiar with. Then, the researcher introduced the story map organizer, discussing its importance and purpose. Throughout the week, the researcher modeled thinking out loud and completing the graphic organizer. Another fluency passage reading assessment was also administered this week. The researcher reviewed students' AR test results at the end of week five also. The next week the students read a new story and completed the story map organizer as a class. The researcher completed the organizer based on the students' input. During week seven, the students buddy read a new story and completed a story map organizer independently. Then, the partners compared their story map organizers. The following week, the students read a new story and completed a story map organizer independently. At the end of week ten, students conducted a fluency passage reading test, created a paragraph pulling information from the story map organizer, completed the reading attitude survey, and a final STAR assessment. The researcher also reviewed students' AR test results.

GLAD STRATEGIES FOR GENERAL EDUCATION

Data Gathering Instruments/Assessments

Assessment #1: Fluency passage reading. This assessment measured reading comprehension, reading rate, and fluency. The fluency passage reading was administered in the beginning (for baseline data), during week 5, and at the end of the study. In this assessment, students read a grade-level passage orally and were timed for the first assessment. The researcher recorded the words read with mistakes and calculated the number of words per minute read. At the end of each reading were comprehension questions. Then, the next time the researcher administered the reading, she used the baseline data to determine each students' reading level and used a passage within that students' identified reading level. Several students were unable to correctly answer the comprehension questions during the initial assessment, so she went down one reading level for the next assessment. This assessment helped identify the rate, accuracy, expression, and comprehension for each student. It provided an overall picture of the students' reading ability.

Assessment #2: STAR Reading. This assessment measured their reading fluency in an online assessment format. This online assessment is not a traditional assessment where students were given the same exact questions. The next questions on the test depended upon the answers to the previous question, allowing for individualization. This assessment identified the student's Lexile Measure, domain score, and provided a zone of proximal development (ZPD) reading recommendation. It was administered two times, during week one and week ten.

Assessment #3: Accelerated Reader testing. This assessment is an accountability tool used to encourage students to read daily. It is accessed through the internet, and the researcher can see how many tests students have taken and how many they have passed and failed. It also informs me of what reading level students are choosing to take home. What the researcher cannot

GLAD STRATEGIES FOR GENERAL EDUCATION

see are the questions they are asked. This assessment was used to track information about what level books the students were choosing to read at home and how many tests they were passing and failing.

Assessment #4: Reading Attitude Survey. This assessment found in Appendix was administered twice to determine students' attitude prior to implementing the first intervention and at the end of week ten. This assessment was in the form of paper and pencil. It was not used to affect their reading level but to observe if students have positive or negative feelings about reading.

Assessment #5: Teacher Anecdotal Notes. The teacher anecdotal notes occurred throughout the course of the study to document student actions in response to interventions, creating an audit trail.

The data collected from assessments #1, #2, #3, and #4 were inputted into an excel spreadsheet, creating a graph for each assessment to view progress. Assessment #1 was administered three times, during weeks one, five, and ten. Assessments #2 and #3 were used to identify the starting level for each student prior to implementing the interventions. Assessment #2 identified the ZPD while Assessment #3 revealed what level they are choosing to read and test. I used the ZPD and their Assessment #3 results to determine the passage for Assessment #1. Assessment #4 revealed students' attitude going into the start of this study and if their attitude changed by the end of the study. Assessment results were used to identify any possible trends in academic performance.

For a valid study, the researcher identified any biases prior to implementing the interventions. For example, just because a student is ELL and having some difficulty relaying information/writing/reading does not mean he/she requires special education. The researcher

GLAD STRATEGIES FOR GENERAL EDUCATION

conducted at least three peer debriefs because of her lack of experience in teaching and working with ELL students to increase the neutrality/confirmability validity. She also conducted member checks with the second-grade team of teachers and the ELL instructors at the school in order to increase dialogic validity and truth-value validity. Using an audit trail also ensured accurate data recording to increase truth-value validity.

Results

According to the school district curriculum and standards, the students were expected to read at a level L at 87 words per minute (wpm) at the beginning of this study. The baseline fluency passage reading results showed that 40% of students were reading below standard reading level L. The results also revealed that 60% of students were reading less than 87 words per minute (wpm). Week ten results revealed a decrease in reading at or above standard (level L), going from 60% in week one to 53% of students. However, the words per minute reading increased from 40% in week one to 47% in week ten of students reading at or above the standard (87 wpm). The researcher is confident in this data's accuracy because week one generated the baseline data needed to identify the adjustments students needed. Although two students missed more than eight days of class, their data remained the same, having minimal impact on skewing the data. Figure 1 highlights the total number of students and their reading level during each tested week. Figure 2 identifies the number of students that are reading below, at, and above standard words per minute.

GLAD STRATEGIES FOR GENERAL EDUCATION



Figure 1. Fluency passage reading level for students who read below, at, or above standard reading level during week one, week five, and week ten.

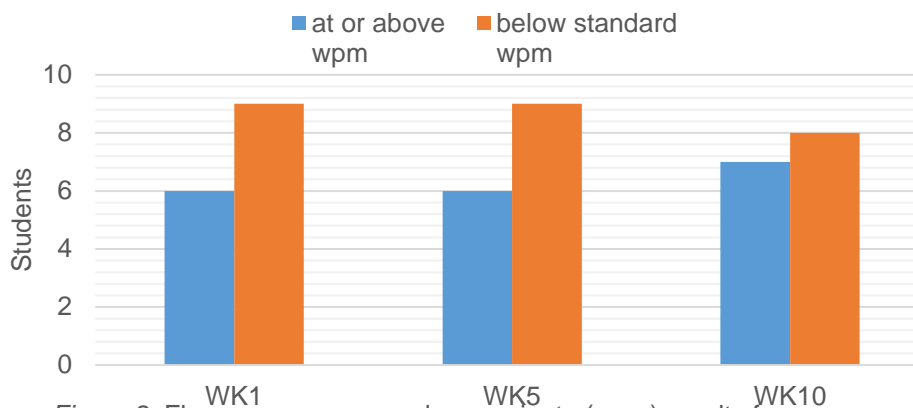


Figure 2. Fluency passage words per minute (wpm) results for students who read at, above, and below the words per minute standard.

The STAR Reading Assessment results showed improvement for 67% of the students from week one to week ten. The remaining students either stayed at the same reading level or dropped less than half the reading level. As indicated by Figure 3, there was no significant change in students who read below standard compared to those at or above standard. In week one, 67% of students tested at or above standard. The following figure captures the data collected from the STAR Reading Assessment. There was no change based on the results assessed in week 10. The researcher is confident that this data is accurate. She mitigated by selecting a day with

GLAD STRATEGIES FOR GENERAL EDUCATION

minimal changes to the students' normal schedule, ensuring the day they tested did not incorporate a week with schedule changes, such as late start or assemblies.

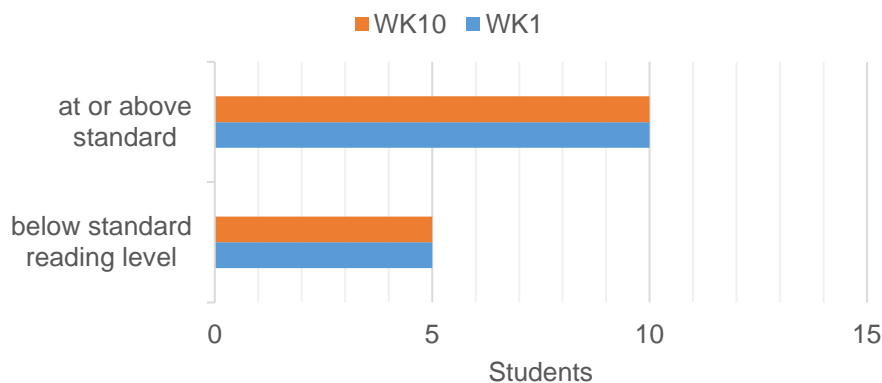


Figure 3. STAR reading assessment results for students who scored above or below reading level.

For the Accelerated Reader (AR) testing, students selected books to take home and read. Then, they took a test on the book in class. The results show that 80% of students scored above 80% when they read within their identified grade level or below. However, when students read above their identified reading level, most failed the AR test. One student consistently chose books above the identified reading level and managed to only pass 2 tests out of 17 tests taken. The researcher is confident this data is accurate, even with two students consistently absent from class. The researcher is confident because students can only test on the books they took home which is checked with their reading log. Figure 4 displays whether a student selected above, within, or below their ZPD and how many scored above 80% on their AR tests.

GLAD STRATEGIES FOR GENERAL EDUCATION

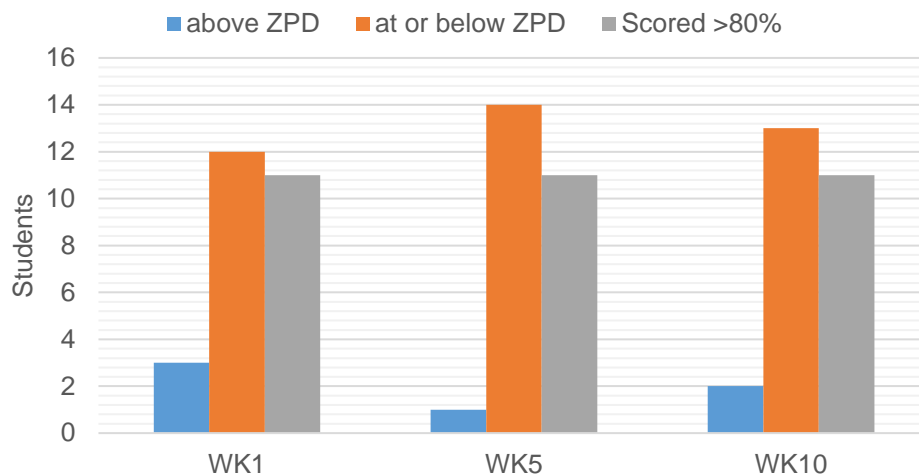


Figure 4. Accelerated reading (AR) results shows the number of students that chose books within their ZPD or not and total number that scored above 80% on AR test.

As Figure 5 shows, the results of the reading attitude survey did not vary much. The attitudes between reading at school and reading at home did not change at all. By week ten, the attitude towards reading revealed minimal change based on the survey results. More than half of the class liked or loved reading in general, in school or at home. The researcher is confident this data is accurate since there was insignificant change in attitude from week one to week ten.

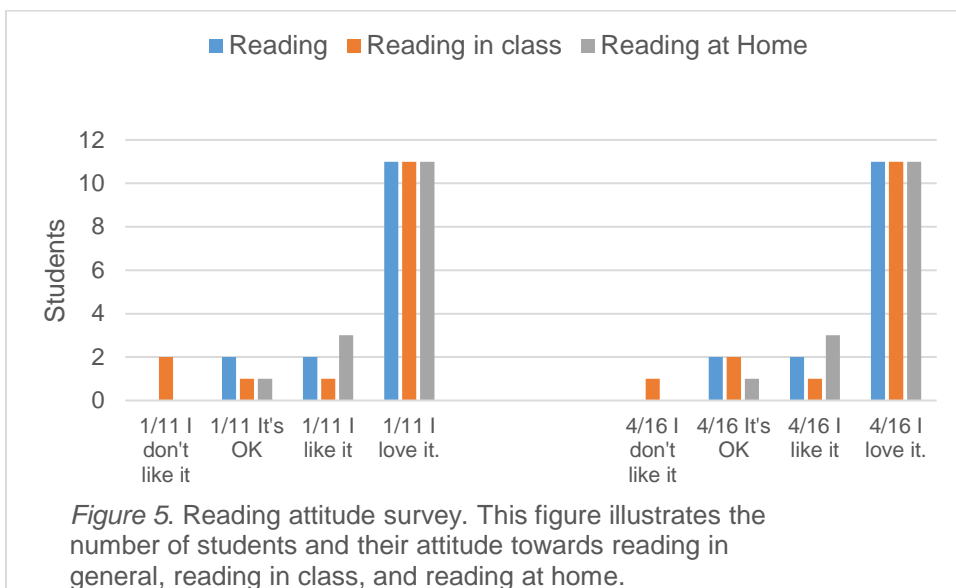


Figure 5. Reading attitude survey. This figure illustrates the number of students and their attitude towards reading in general, reading in class, and reading at home.

GLAD STRATEGIES FOR GENERAL EDUCATION

Discussion

Conclusions

The researcher was able to triangulate the students' reading levels using the assessments mentioned above. The assessments provided a range for the teacher to work within and adjust above or below as needed based on all assessments. Then, the researcher selected the students' fluency passages based on the grade equivalent level identified in the STAR assessment. After the initial fluency passage assessment, she chose to go either up one level or down one level based on the students' reading and responses to the comprehension questions. In the AR test table, the students who scored below 60% on their AR tests were students who selected books above the ZPD identified in the STAR assessment. These AR test results support the range of ZPD identified by their STAR assessment. Based on the standard of reading at a level L and at a rate of 87 wpm, 47% of students were reading at or above standard by week ten. In week one, 53% of students were identified as reading at or above grade level. For several students that revealed difficulty in comprehension, the researcher adjusted their reading level to the level below, which resulted in the decrease of students reading at or above standard. In the second fluency passage assessment, these students revealed a higher reading rate and were able to answer more comprehension questions than the one administered in the first week.

After the Cooperative Strip Paragraph intervention from week two to week five, the fluency passage assessment revealed a zero percent increase in reading level and fluency rate. However, students did reveal a higher level of comprehension during the second fluency passage reading. The Cooperative Strip Paragraph encourages student-to-student interaction. Fisher, Frey, and Hattie (2016, p. 23) state that "students learn more deeply when they are engaged in complex tasks that involve collaboration." Cooperative learning has an effect size of 0.42. After

GLAD STRATEGIES FOR GENERAL EDUCATION

the graphic organizer intervention for week six to week ten, the tested reading level did not change but there was an increase in the number of students reading at or above a rate of 87 wpm.

Graphic organizers help students organize and transform information. Organizing and transforming information has an effect size of 0.85 (Fisher, Frey, and Hattie, 2016).

Implications or relevance

Although improved reading results were inconclusive according to the data collected, the researcher observed an improvement in students' comprehension of reading material. As the students developed their writing skills, extracting information and organizing it, they were able to answer comprehensive questions about the text. The researcher hopes that with a longer study time and a larger sample size, the results of this study would produce an improvement of students' reading and comprehension levels.

Limitations

The data is inconclusive to support the effectiveness of these two interventions due to multiple limitations. One limitation is the time frame while another limitation is the sample size. Another limitation is students who transfer out during the middle of the study. One student that transferred is a low reader while the other student tested at standard for reading level. This affects the class average. A fourth limitation to this study is student attendance. At least two students missed more than eight days of school, whether one day each week or multiple days in each week. Due to their absences, they missed explicit instruction on the intervention and received abbreviated instruction to catch them up. These were students that began the study reading an entire grade level below standard.

GLAD STRATEGIES FOR GENERAL EDUCATION

Recommendations

This study would be more effective in future studies if there were multiple second grade classes participating in the study and data was collected over the course of one full school year. After conducting this study, the author also recommends researching the use of these two GLAD strategies to improve student reading comprehension.

GLAD STRATEGIES FOR GENERAL EDUCATION

References

- Be Glad. (n.d.) *About*. Retrieved from <https://begladtraining.com/about>
- Carrasquillo, D. A. L., & Rodriguez, D. V. (2002). *Language minority students in the mainstream classroom: language minority in the mainstream classroom*. Retrieved from <https://ebookcentral.proquest.com/lib/cityuseattle/reader.action?docID=3007705>
- Case, A. F. (2015). Beyond the language barrier: Opening spaces for ELL/Non-ELL interaction. *Research in the Teaching of English*, 49(4), 361-382. Retrieved from <http://proxy.cityu.edu/login?url=https://search-proquest-com.proxy.cityu.edu/docview/1683507443?accountid=1230>
- Common Core State Standards Initiative. (2010). *Common core state standards for English Language Arts & literacy in history/social studies, science, and technical subjects*. Retrieved from http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf
- Davis, E., & Miyake, N. (2004). Explorations of scaffolding in complex classroom systems. *Journal of the Learning Sciences*, 13:3, 265-272, DOI: 10.1207/s15327809jls1303_1
- ELD Strategies. (n.d.). *Project GLAD: Guided language acquisition design*. Retrieved from <http://eldstrategies.com/projectglad.html>
- Fisher, D., Frey, N., and Hattie, J. (2016). *Visible learning for literacy*. Thousand Oaks, CA: SAGE Publications
- Gardill, M. C., & Jitendra, A. K. (1999). Advanced story map instruction: Effects on the reading comprehension of students with learning disabilities. *The Journal of Special Education*, 33(1), 2. Retrieved from <http://proxy.cityu.edu/login?url=https://search-proquest-com.proxy.cityu.edu/docview/194702028?accountid=1230>

GLAD STRATEGIES FOR GENERAL EDUCATION

Gersten, R., Baker, S., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). Effective literacy and English language instruction for English learners in the elementary grades: a practice guide. Retrieved from <https://files.eric.ed.gov/fulltext/ED497258.pdf>

Goldenberg, C. (2008). Teaching English language learners: What the research says and does not say. Retrieved from <https://www.aft.org/sites/default/files/periodicals/goldenberg.pdf>.

Office of the Superintendent of Public Instruction. (2010). *Washington state report card: Chester H. Thompson Elementary School, Bethel School District*. Retrieved from <http://reportcard.ospi.k12.wa.us/Summary.aspx?domain=MSPHSPE&schoolId=2277&reportLevel=School&year=2010-11&gradeLevelId=4&groupLevel=District&waslCategory=1&yrs=2010-11>

Office of the Superintendent of Public Instruction. (2010). *Washington state report card: Chester H. Thompson, Bethel School District*. Retrieved from <http://reportcard.ospi.k12.wa.us/summary.aspx?schoolId=1&OrgType=4&reportLevel=State&year=2017-18&yrs=2017-18>

Pang, Y. (2013). Graphic organizers and other visual strategies to improve young ELLs' reading comprehension. *New England Reading Association Journal*, 48(2), 52-58,88. Retrieved from <http://proxy.cityu.edu/login?url=https://search-proquest-com.proxy.cityu.edu/docview/1348282157?accountid=1230>

Pinkston-Stewart, D. (2015). *Tapping the power of the Cooperative Strip Paragraph—a project GLAD writing strategy*. Retrieved from <http://www.dlenm.org/uploads/files/Soleado%20Articles/2015/Tapping%20the%20Power%20of%20the%20Cooperative%20Strip%20Paragraph%20-%20A%20Project%20GLAD%20Writing%20Strategy%20Winter%202015.pdf>

GLAD STRATEGIES FOR GENERAL EDUCATION

Pinkston-Stewart, D. (2017). Strengthening biliteracy development in OCDE project GLAD. Retrieved from http://scho.schd.ws/hosted_files/projectgladntc/96/Biliteracydev.GLAD.NTC.Conf.2017.pdf.

Richard-Amato, P., and Snow, M. (2005). Academic success for English language learners: Strategies for K-12 mainstream teachers. Pearson Education: White Plains, NY

GLAD STRATEGIES FOR GENERAL EDUCATION





Appendix

Reading Attitude Survey





Reading Attitude Survey

Directions: Color in the face that best answers the question.





How do you feel about reading books?

I don't like it!	It's OK.	I like it.	I love it!
			

How do you feel about reading books in your classroom?

I don't like it!	It's OK.	I like it.	I love it!
			

How do you feel about reading books at home?

I don't like it!	It's OK.	I like it.	I love it!
			

GLAD STRATEGIES FOR GENERAL EDUCATION

Author's Note

Jamie Domingo lives near Tacoma, WA with her husband and three children. She serves in the U.S. Army Reserves and volunteers often for school and church activities. Her hobbies include playing sports, running, cooking, and spending time with her family.