



Foundation For Allen Schools Grant Application

Scholarship Fund Amount: \$0

Application #: AP224836

Applicant First Name: Laura

Applicant Last Name: Crawford

Applicant Email Address: laura.crawford@allenisd.org

Gender:

Cell Phone #:

High School:

Post Secondary School:

Application Status: Submitted

Application Questions and Answer

Question	Answer
Preferred name/name that you go by:	Laura
Best phone number to reach you at:	+12142881994
Campus	Ereckson Middle School
Grade(s)	8
I have co-applicants:	Yes
Please provide your work-related Facebook contact information.	
Please provide your work-related Twitter contact information.	@ErecksonCrawfrd
Name of Grant	A Novel Idea: Using Graphic Novels to Support Readers in Middle School
Please select the MAIN curriculum area your	

grant addresses.	English Language Arts (Secondary)
Does your grant have a technology component?	No
Will other campuses be involved/impacted?	No
Will other grades be involved/impacted?	Yes
How many students will be involved in this grant?	550
Are there any additional funds available for this grant?	No
<p>What is the problem, need or opportunity that this grant will address? Describe the impact of this project on your students.</p>	<p>Graphic novels provide the access to the content for students who are reluctant readers and eliminate the obstacle of difficult texts so the student is able to learn and demonstrate reading skills and concepts. Being required to read texts that are not at the students' independent reading level can also cause anxiety and frustration which also impedes their learning. The 8th grade ELA curriculum requires students to read the book <i>The Giver</i> and other novels about the Holocaust. Because there are students who have different reading challenges, the text in these books prove to be too difficult and can be a barrier to accessing the texts and learning the skills that are instructed. The grant funds would be used to purchase graphic novels of <i>The Giver</i> and several novels about the Holocaust. Graphic novels still provide the critical thinking skills required when reading traditional prose and the illustrations provide context clues and support for the reader. For students who become overwhelmed when faced with pages of texts in a long novel, graphic novels appear and feel more manageable for students and increase student engagement because the students experience success in their reading. Reading at their instructional and independent level increases self-confidence and creates a positive learning environment. Increasing self-confidence in a reluctant learner changes a student's "I can't" attitude to "I can!"</p>
	<p>The Eighth Grade ELA Team will choose and purchase books appropriate for the learning tasks and outcomes based on the needs of their students. The books will be available to all</p>

How will the project or program be implemented? Describe activities and tasks. Who is the target population and in what ways will they benefit?

8th grade students each year who need more support in reading. Because there will be a variety of novels from which students can choose, this will eliminate the common student concern that they will “look” different if they have a different book. The Giver graphic novel will be used during the unit when all 8th grade ELA students read the novel independently.

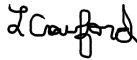
The Holocaust novels will be used with the literature circles unit. In this unit, the classroom teacher presents six to eight different novels, and students are excited to choose the book they would like to read. Literature circle groups are formed based on the students’ book choices. While the books would mainly be used to support the ELA curriculum, they would be available for use in the social studies classes as well. Using graphic novels for these purposes will increase engagement in the reading tasks which in turn results in higher academic achievement. Incorporating the graphic novels into the literature circle “library” of books alleviates a student’s worry that he/she will appear different when reading a “different kind of book”. This is a common concern for students who struggle with reading and want to do the same assignments and learning tasks as their peers. It is the team’s desire to provide appropriate reading resources for reluctant readers and foster a healthy learning environment for all students.

Provide a brief summary for use on the Foundation's website and social media.

Graphic novels grow readers in secondary classrooms by providing illustrations and graphics that help increase comprehension, especially for reluctant readers. This allows readers to engage in texts and show success in their learning; therefore, increasing self-confidence and enthusiasm for reading and writing.

From the 8th Grade ELAR TEKS: When considering literary elements, the student recognizes and analyzes literary elements with and across increasingly complex texts. 8.7(A) The student is expected to analyze how themes are developed through the interaction of characters and events. This will be addressed in the study of The Giver and the literature circle novels. The student uses metacognitive skills to both develop and deepen comprehension of increasingly

<p>Which Allen ISD goals/TEKS does this project support? Please provide 2 or 3 examples.</p>	<p>complex texts. 8.5 (I) The student is expected to monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. The visuals in the graphic novels helps provide support for those students so they can demonstrate their level of comprehension. When participating in literature circle meetings, the student develops oral language through listening, speaking, and discussion. 8.1(D) The student is expected to participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues. Because the students are more likely to successfully comprehend what they are reading with graphic novels, they will more willingly participate in the discussions. The student uses critical inquiry to analyze the author's' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. Understanding why an author makes specific choices and how those choices impact the story, helps students develop their ideas in their own writing.</p>
<p>What specific measurements will be used to evaluate the effectiveness of the project?</p>	<p>Teachers will be able to determine if using the graphic novels with the students who require support by monitoring progress through daily lessons and formal assessments such as tests. Teachers will also engage in individual reading conversations with students to monitor comprehension and student progress with specific concepts. Effectiveness can also be determined as students are required to read traditional texts as well. Progress can be compared between success with traditional texts and graphic novels.</p>
<p>What teaching methods will be used to implement this project?</p>	<p>Teachers will use the graphic and traditional novels to model what good readers do during independent reading by reading aloud and thinking aloud what strategies students can use when comprehension breaks down. Students can practice these strategies while reading graphic novels. While graphic novels appear to be “easier” than traditional prose, graphic novels actually use sophisticated vocabulary. Students learn new vocabulary</p>

	with the support of the illustrations. Teachers can use the graphic novels to help build background knowledge, especially for the Holocaust unit. The graphic novel can serve as a mentor text for students when planning and drafting writing pieces. And teachers will facilitate reading conversations among students in literature circle groups.
What is the project timeline and the date of implementation?	The Giver graphic novel will be used in the fall with Unit 2 of the 8th grade district curriculum. Literature circles begin in January of the Spring semester in Unit 3.
Explain how this idea or project enhances/supports Allen ISD curriculum or existing systems.	The following is the Allen ISD belief statement about literacy: Literacy is... Lifelong Interconnected Technological Empowering Relevant Accessible Communicative Yielding confident readers and writers. Providing our readers with choices that meet them where they are is one of the many tenets of Allen ISD beliefs about literacy. The ultimate goal is to “yield confident readers and writers.” When we make texts accessible to our students, they are able to more fully engage in their reading, writing, and overall literacy learning.
Total Grant Budget Requested:	900
	

Additional Co-Applicants Set Number 1

Question	Answer
First Name	Hallie
Last Name	Winters
Email	hallie.winters@allenisd.org
Campus	Ereckson Middle School
Grade:	8

Additional Co-Applicants Set Number 2

Question	Answer

First Name	Ann
Last Name	Reynolds
Email	ann.reynolds@allenisd.org
Campus	Ereckson Middle School
Grade:	8

Additional Co-Applicants Set Number 3

Question	Answer
First Name	Sarah
Last Name	Bell
Email	sarah.bell@allenisd.org
Campus	Ereckson Middle School
Grade:	8

Additional Co-Applicants Set Number 4

Question	Answer
First Name	Joseph
Last Name	Drake
Email	joseph.drake@allenisd.org
Campus	Ereckson Middle School
Grade:	8

Additional Co-Applicants Set Number 5

Question	Answer
First Name	Stacey
Last Name	Schuble
Email	stacey.schuble@allenisd.org
Campus	Ereckson Middle School

Grade:

8

Project Budget Set Number 1

Question	Answer
Item Type	Instructional Supplies or Resources
List item to be purchased under item category:	The Giver
Unit Cost	11.49
Quantity	25
Total cost of items in this category:	287.25

Project Budget Set Number 2

Question	Answer
Item Type	Instructional Supplies or Resources
List item to be purchased under item category:	A Family Secret
Unit Cost	10.94
Quantity	20
Total cost of items in this category:	219.5

Project Budget Set Number 3

Question	Answer
Item Type	Instructional Supplies or Resources
List item to be purchased under item category:	Lily Renee: Escape Artist
Unit Cost	9.99
Quantity	20
Total cost of items in this category:	199.80

Project Budget Set Number 4

Question	Answer
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Item Type	Instructional Supplies or Resources
List item to be purchased under item category:	Maus II: A Survivor's Tale: And Here My Troubles Began
Unit Cost	9.99
Quantity	20
Total cost of items in this category:	199.80