

## 2014-2015 Educational Grant Application

<b>Submission Date</b>	2014-03-13 17:46:47
<b>Name of Grant</b>	Bridging Guided Reading to Authentic Reading
<b>Primary Contact</b>	Janet Persch
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<b>Campus</b>	Olson Elementary School
<b>Curriculum Area</b>	ESL
<b>Grade Level(s)</b>	1-6
<b>Students Impacted</b>	45
<b>Approver Name</b>	Andrew Benesh
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<b>Project Purpose</b>	<p>Children learn to read in a variety of ways. Some types of texts used to teach children to read are predictable texts, controlled high frequency vocabulary texts, decodable texts, and authentic literature. In my role as an ESL teacher I have noticed that my students do well with structured guided readers (predictable, controlled high frequency, and decodable books), but their classroom book boxes are filled with authentic literature that they often struggle to read. I would like to work on bridging the gap between a guided reader that has controlled level of words, vocabulary, and storyline to everyday literature that they would find in the library. I want to provide my students with the opportunity to learn how to read and think through the story lines of authentic literature as well as give them the opportunity to expand their vocabulary, comprehension and fluency.</p> <p>As a result of this grant ESL students will learn how to successfully read more rigorous authentic literature and become deeper thinkers.</p>
<b>Project Description</b>	<p>The project will be implemented in OTTER ( Our Time To Enrich and Remediate) time intervention groups with ESL students. Students will be introduced to a new piece of literature when they come to their small group reading time. The teacher will introduce new vocabulary, hook students with picture walks, and guiding questions. I will guide the reading of text teaching students to use reading strategies, practice story mapping and other graphic organizers, monitoring comprehension, and practice appropriate fluency which includes rate, accuracy, expression and phrasing. After using the piece of literature for reading, the students will be given readers response questions to answer in a reading journal as well as practice summarizing what they</p>

have read. This will not only cause the students to think deeper, it will also improve their writing skills. Students will have the opportunity to reread the texts by taking the book back to their classroom and having the book in their book box for the week.

**Allen ISD Goals/TEKS**

3.2C Reading. Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when understanding breaks down. (also a TEK for fourth grade and fifth)

3.3 Reading. Read aloud grade level texts with fluency and comprehension. (also a TEK for first, second, fourth and fifth grade)

**Measurements**

The effectiveness of this project will be monitored all school year. Students' reading levels will be monitored through fluency checks and comprehension rubrics. Students will also be given an opportunity to give feedback through engagement surveys and comments and suggestions on how to make the program better for next year.

**Teaching Methods**

The guided reading teaching model will be used to implement these materials

**Timeline for Project**

Materials will be ordered in September. Students will be monitored through running records, comprehension checks and teacher observation from October through May.

**Curriculum/System Support**

The ideas in this grant proposal enhance and support the Daily Five Literacy C.A.F.E reading strategies which are Comprehension, Accuracy, Fluency and Expand vocabulary.

Materials in this grant can also be used to meet students needs in all four levels of Depth of Knowledge (DOK) Authentic Literature will be used for Level 1-recall, Level 2 skill/concept, Level 3 strategic thinking and Level 4 extended thinking.

This grant also works within the district's staff development focus on The Fundamental Five which are: Framing the Lesson, Working in the Power Zone, Small Group Purposeful Talk about the Learning, Recognize and Reinforcing, and Writing critically. The focus of this grant will be small group purposeful talk about the learning which leads students to think critically by analyzing, synthesizing, and evaluating their learning. The other main focus of this grant will be to have students write critically so students will solidify their connections and create meaning for their reading.

**Additional Comments**

none

**Instructional Supplies or Resources**

25 different pieces of literature such as Chrysanthemum by Kevin Henkes and six copies of each piece of literature. Five titles for level J,K,L,M,and N

<b>Supplies Budget</b>	\$775
<b>Technology</b>	N/A
<b>Technology Budget</b>	0
<b>Staff Training / Staff Development</b>	N/A
<b>Training Budget</b>	0
<b>Transportation/Field Trip</b>	N/A
<b>Transportation Budget</b>	0
<b>Other</b>	N/A
<b>Other Budget</b>	0
<b>Total Budget</b>	\$775
<b>Additional Funds</b>	N/A