

## General Information

|   |  |
|---|--|
| Grant Number  | 173  |
| Project Title   | "Another Book, Please!"  |
| Please select the <b>MAIN</b> curriculum area your grant addresses.   | English/Language Arts  |
| Does your grant have a technology component? (Will you have technology equipment, software, etc. in your budget?) | <input checked="" type="radio"/> No<br><input type="radio"/> Yes |
| <b>Primary Contact Information</b>  |  |
| First Name  | Kimberly   |
| Email   | kimberly_arthur@allensd.org                                      |
| Last Name   | Arthur   |
| Phone Number  | 214-803-1469   |
| Campus  | Kerr Elementary  |
| Main Subject  | Other  |
| Grade(s)  | <input type="checkbox"/> 3<br><input type="checkbox"/> 4         |
| I have co-applicants.   | <input type="checkbox"/>   |

## Describe details of the project

|  |  |
|--|--|
| Grant Number   | 173  |
| <b>Campus/Student Information</b>                      |  |
| Your campus:   | Kerr Elementary  |
| Will other campus' be involved/impacted by this grant? | <input checked="" type="radio"/> No<br><input type="radio"/> Yes |
| Your grade(s):   | 3,4  |
| Will other grades be involved/impacted?                | <input checked="" type="radio"/> No<br><input type="radio"/> Yes |

### Project Purpose

What is the problem, need, or opportunity that this grant will address? Explain **what students will know and be able to do** as a result of this project and/or how a problem will be addresses and/or how a situation improved because of the grant. (500 words or less.)

The purpose of this grant is to provide 3rd and 4th grade Dyslexia students in the Dyslexia Therapy classroom or students with other Reading Disabilities served by Special Education equal access to engaging grade level text through professional audio recordings and corresponding books. These students are at a great disadvantage compared to their peers without reading deficits. Students in Dyslexia and Special Education often struggle to read the same books their friends are reading. The frustration and embarrassment due to the inability to read well creates lifelong self-esteem problems. Because they struggle with the reading process, they are unable to access material at their grade level independently. Their fluency, vocabulary development and reading comprehension skills are usually well below grade level. Without the ability to access books at their grade level, these students may be perpetually behind their peers in reading, affecting their academic success both now and in the future. Through having access to grade level fiction literature using audio recordings and books, these at-risk students will be able to have access to fluent reading, grade level vocabulary, and work on comprehension at their grade level. The goal is to help these students achieve academic success at grade level, as well as creating a love of reading by providing rich and frequent grade level reading experiences. My personal goal is to hear these struggling readers say, "Another Book, Please!"

As an experienced Dyslexia Therapist of 14 years, I have seen first hand year after year how reading with audio books can boost a student's fluency and comprehension. Students who love to read will read more, and students who read more will perform better in school, as well as will have improved vocabulary and comprehension skills. I have had great success with using the professional audio recordings to read with my students. The research shows students who read more perform at higher levels on standardized assessments. In *Overcoming Dyslexia*, Sally Shaywitz (2003) states, "those who scored better than 90

percent of their peers on reading tests, read for more than twenty minutes a day (about 1.8 million words a year)" (p. 106). "Audio books introduce vocabulary words that he/she may not have encountered in his otherwise limited reading" (Shaywitz, p. 320).

Students in small group pull out programs, such as Dyslexia and Special Education are just the students we need to target to create a love of reading as well as boost their overall assessment scores on grade level campus and state assessments. Since all students will be required to take the grade level state assessments in the future, we need to provide rich and engaging access to text at grade level so at-risk students can be exposed to many more words than they would be exposed to on their own.

### Project Description

How will the project or program be implemented? Describe activities and tasks.  
Who is the target population and in what ways will they benefit? (500 words or less.)

The target population will be 3rd and 4th grade Dyslexia Therapy students and Special Education students with Reading Disabilities who need to be reading grade level text but struggle reading at their grade level independently. The books and CD's purchased will be housed in the DT room. The Special Education teachers can check out books and CD's for use with their students in small groups. This grant is not intended for just independent reading, but for small group guided instruction to target comprehension skills and vocabulary development. These students will benefit tremendously by having access to literature through professional audio readings in order to hear the text while seeing the words in the book. Students will benefit from the multi-sensory nature of reading with audio. Students in these programs will use the audio to listen as a whole group to the book, while being guided by the teacher into discussion and other activities to aid vocabulary development and comprehension. Students will keep a response journal of their reading, as well as engage in higher level thinking through questioning.

### Allen ISD Goals/ TEKS

Which Allen ISD goals/TEKS does this project support? Provide only two or three examples.

§110.14. English Language Arts and Reading, Grade 3(b) Knowledge and skills. (3) Reading/Fluency. (4) Reading/Vocabulary Development. (A)-(E) (5) Reading/Comprehension of Literary Text/Theme and Genre. (A)-(B)

110.15 English Language Arts and Reading Grade 4 (b) Knowledge and skills.  
(1) Reading/Fluency. (2) (A-B) Reading/Vocabulary Development. (3) (A-B) Reading/Comprehension of Literary Text/Theme and Genre. (6) (A-C) Reading/Comprehension of Literary Text/Fiction.

### Measurement

What specific measurements will be used to evaluate the effectiveness of the project? (500 words or less)

Objective #1: Administer a questionnaire to parents and students at the beginning of the year about the student's reading habits. Students will write an essay about how they either love reading or dislike reading.

Evaluation #1: Administer a follow-up questionnaire to parents and students at the end of the year about the student's reading habits. Students will write an essay about whether or not they now love reading or dislike reading after being exposed to Audio Books, how listening to Audio Books has changed their life for the better, as well as how it has helped them in school.

Objective #2: By the end of the 2015-16 School year, students who read a minimum of 4 audio books will maintain a grade of 80 or above in ELA class.

Evaluation #2: Print and maintain a notebook with ELA grade reports for each student. Chart 9 week grades in a spreadsheet.

Objective #3: By the end of the 2014-15 school year, students who read a minimum of 4 audio books during the year will improve their fluency rate by 20% or more.

Evaluation #3:

As measured by DRA (Developmental Reading Assessment) or other measures as adopted by Allen ISD for the 2015-16 school year, student progress will be plotted on an Excel spreadsheet and Beginning of Year fluency data will be compared to End of Year fluency data.

### Teaching Methods

What teaching methods will be used to implement this project? (500 words or less.)

Teachers will select and use audio books with students in small groups. Vocabulary from the book will be identified and reviewed prior to reading each chapter. Teacher will prepare a lesson plan with open ended question stems for each chapter using question stems the students will see on STAAR for fiction text. Students will retell story elements using Who, What, When, Where, Why, How or other reading strategy format that the teacher may identify. Students will complete a reading

journal/response journal for each chapter of the reading. Students will also write a summary of each chapter using the Someone Wanted But So Then format. The SWBST summary format is used as a guide for students who may struggle with the organization of a written summary. Teachers will teach the strategies for reading and writing before reading the first book, so students will be able to complete the activities independently as the novel progresses.

### Timeline

What is the project timeline and the date of implementation?

2015-16 School Year

September: order books from Lakeshore

October, November/December, January, February: students read books in small groups

March/April: read one more if time.

May: collect Reading grades and fluency assessments from teachers.

May: Prepare spreadsheets with data from Reading grades and fluency assessments.

May: Prepare final project report with results.

### Curriculum/System Support

Explain how this idea or project enhances/supports Allen ISD curriculum or existing systems.

This grant will enhance instruction by providing grade level reading experiences for students who are struggling readers. Books on CD provide differentiated instruction to students who learn differently. All students need to be reading grade level text and this grant will allow all students who are struggling readers to access grade level material to help them achieve higher academic success. Since all students will be required to take grade level assessments, struggling readers need to be reading grade level text with the support of audio. If funded, this grant will be a continuing grant, as the materials will continue to be used year after year to benefit both current and future students who are struggling readers in the Dyslexia Program or in Special Education.

### Budget details

Budget Details \*\* All awarded funds will be available by September of the next school year.

| Budget Item                           | Item Type                           | Unit Cost | Quantity | Total Cost |
|---------------------------------------|-------------------------------------|-----------|----------|------------|
| Books and CD's Chapter Books Set 1    | Instructional Supplies or Resources | 175.0     | 1        | 175.0      |
| Books and CD's Chapter Books Set 2    | Instructional Supplies or Resources | 185.0     | 1        | 185.0      |
| Books and CD's Favorite Picture Books | Instructional Supplies or Resources | 189.0     | 1        | 189.0      |
| Books and CD's Biographies Set 2      | Instructional Supplies or Resources | 219.0     | 1        | 219.0      |
| Listening Center                      | Instructional Supplies or Resources | 99.5      | 1        | 99.5       |

BUDGET TOTAL 867.5

Are there any additional funds available for this grant? Campus or District Funds? PTA funds? Let us know if you have or will be seeking funds from other sources to help with this project.

Additional funds?  No  
 Yes

### Signature page and principal contact

#### Principal Approval Required

Please provide the Name and Email of your Principal

| First Name | Last Name    | Email Address(Completed)         |
|------------|--------------|----------------------------------|
| Ardath     | Streitmatter | ardath_streitmatter@allenisd.org |

#### Applicant Signature

By entering my name below I signify that I understand that if I move within the District and have written the grant myself, I may take the grant with me to my school (as long as it is appropriate for my classes). If I have written the grant as part of a team, I will leave the grant behind with the team. If I leave AISD, I will leave the grant with the school for which I wrote the grant. As a condition of this grant, I will complete an evaluation form provided by the Foundation.

Signature Kimberly Arthur

Date 03/27/2015

## Principal's approval form

I certify that this would be a good use of funds for our school and this grant supports the district goals and/or our campus improvement plans. \*\*Do NOT include any identifiers, such as: campus name, your name, teachers name or mascot \*\*

No actions possible.

### Comments

Mrs. Arthur is extremely knowledgeable about the developmental stages and needs of struggling readers. I fully support her grant application!

## History and final disposition of application

### State Change History

|  |              |   |
|--|--------------|---|
|  | State Change | *****<br>03/27/2015 11:25:40<br>Submitted |
|--|--------------|---|

|  |              |  |
|--|--------------|--|
|  | State Change | *****<br>03/27/2015 12:42:11<br>Accepted |
|--|--------------|--|

### Grant Status

|               |                                  |            |
|---------------|----------------------------------|------------|
| Grant Awarded | <input checked="" type="radio"/> | <b>Yes</b> |
|               | <input type="radio"/>            | <b>No</b>  |

|              |     |
|--------------|-----|
| Award Amount | 868 |
|--------------|-----|