

## General Information

Grant Number	309
Project Title	A Writer's Best Friend: Interactive Writing Notebooks for the Dual Language Classroom
Please select the <b>MAIN</b> curriculum area your grant addresses.	English as a Second Language
Does your grant have a technology component? (Will you have technology equipment, software, etc. in your budget?)	<input checked="" type="radio"/> No <input type="radio"/> Yes
<b>Primary Contact Information</b>	
First Name	Heather
Email	heather_chavez@allenisd.org
Last Name	Chavez
Phone Number	972-841-6570
Campus	Boyd Elementary
Main Subject	English/LA - Elementary
Grade(s)	<input type="text" value="4"/>
I have co-applicants.	<input type="checkbox"/>

## Describe details of the project

Grant Number	309
<b>Campus/Student Information</b>	
Your campus:	Boyd Elementary
Will other campus' be involved/impacted by this grant?	<input checked="" type="radio"/> No <input type="radio"/> Yes
Your grade(s):	4
Will other grades be involved/impacted?	<input checked="" type="radio"/> No <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.)

Writing in the dual language classroom has been a challenge for English Language Learners (ELLs). We measure yearly progress of ELL students with the state mandated Texas English Language Proficiency Assessment System (TELPAS) in the areas of listening, speaking, reading and writing. As ELLs learn a new language, listening, speaking and reading skills are easier to attain than writing. Writing skills take time to develop as students learn grammar rules and apply them in written compositions and oral expression. To increase the level of difficulty to the ELL student in a dual language classroom, they are also learning Spanish grammar rules and Spanish conjugation of verbs that are not equal in English. As a fourth grade English Language Arts and Spanish Language Arts teacher, I have tried various strategies to teach both sets of rules. Due to the fact that writing is the skill that requires practice and application, I plan on implementing using interactive notebooks in writing class. As our writing simulation scores have been lower than others in the district (Spanish writing scores), interactive notebooks will assist students with organization and follow the steps of the writing process in both languages.

### 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 project will be implemented in the first unit of writing in the Fall semester. Students in the dual language classroom will be able to take ownership of their notebooks by putting together the dividers, learning the two types of writing in the elementary classroom (expository and narrative) and being able to place reference items in the three ring binder (adverbs-adverbios, sustantivos comunes, sustantivos propios, nouns, verbs-verbos, personal word walls, word work, vocabulary-vocabulario). The binders will be interactive, therefore, the student has classroom access to them during writing and reading workstations. They may use their binders during peer editing, as STAAR writing rubrics will be placed in the three rings. Most importantly, LPAC, SPED and 504 accommodations can be followed with the availability of these resources being used in the classroom on a regular basis.

#### Allen ISD Goals/ TEKS

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

Allen ISD states, "We believe every child deserves the highest quality education and we hold ourselves accountable to every child who walks through the door." In accordance with that expectation, I want to be able to provide for the students of the dual language classroom every opportunity I can to enhance their education. I do take responsibility, along with my work colleagues, that I am accountable for their progress. If I see there is a lack of progress, I will seek alternative methods to ensure each student makes progress in writing. In accordance with TEKS and English Language Proficiency Standards (ELPS) set forth by the state of Texas, the writing interactive notebooks will meet the following standards:ELPS Standard 74.4.C.1c: (C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary; TEKS: 128.15.b.13 a-d. (13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.

(D) edit drafts by leaving spaces between letters and words; and

(E) share writing with others.

and 128.15.b.15a (15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);

#### Measurement

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

Measurement tools that I will use in the classroom will include: informal observations, writer's/author's chair (sharing of published pieces), writer's workstations (workshop) and conferencing with small groups. Formal observations of the students include: Common Formative Assessments (CFAs) created parallel with the writing curriculum document, writing simulations and the STAAR writing exam in the Spring semester.

#### Teaching Methods

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

As a 14 year veteran bilingual teacher, I will implement my skills of teaching using the Sheltered Instruction (SIOP) model, where I use previous knowledge in writing (scaffolding), whole group instruction using modeling and thinking aloud strategies. I will also have the students working in cooperative groups and have them utilize peer conferences to improve their writing. As students begin writing in this classroom environment, they can use their binders to write essays and use the reference material for revising. One tab in the binder will be labeled as "final drafts/published pieces". Students will be able to organize their published pieces and see improvement in their writing from the beginning of the year to the end of the year, making this not only a binder, but a personal writing portfolio.

#### Timeline

What is the project timeline and the date of implementation?

The project timeline will begin in the Fall Semester after September 15, 2016 and will continue until the last day of school. Towards the end of the school year, students will be able to publish their own written plays and songs (poetry) and participate in a classroom poetry slam. The ultimate goal of using these binders is to show students that writing is a lifelong skill, not just a tested subject.

#### Curriculum/System Support

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

Currently in our writing classroom, we utilize red folders with brads and pockets to hold our rough and final drafts. Over the year however, the folders have become torn, cluttered and inefficient. The binders will give our students a feeling of ownership by having their own binders, organization skills, and last longer throughout the school year.

## 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
Staples 1.5 inch binders 12 pk	Instructional Supplies or Resources	60.19	3	180.57
Staples 5 tab index dividers	Instructional Supplies or Resources	1.49	36	53.64
Staples Brights Cardstock 400sheets	Instructional Supplies or Resources	23.99	2	47.98
Dixon Ticonderonda Pencils dozen	Instructional Supplies or Resources	2.39	10	20.39

BUDGET TOTAL 302.58

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)
Regina	Frazier	regina_frazier@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 Heather Chavez

Date 02/06/2016

## 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

I support A Writer's Best Friend: Interactive Writing Notebooks for the Dual Language Classroom in hopes that the interactive notebooks will assist students with organization and follow the steps of the writing process in both languages.

## History and final disposition of application

State Change History

State Change	***** 02/06/2016 16:24:17 Submitted
State Change	***** 02/25/2016 14:27:06 Accepted

Grant Status

Grant Awarded  Yes



No

Award Amount	303
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