



Foundation For Allen Schools Grant Application

Scholarship Fund Amount: \$0

Application #: AP239173

Applicant First Name: Renee

Applicant Last Name: Nelson

Applicant Email Address: renee.nelson@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: | Renee |
| Best phone number to reach you at: | +19729088780 |
| Campus | Preston Elementary School |
| Grade(s) | 6 |
| I have co-applicants: | No |
| Please provide your work-related Facebook contact information. | |
| Please provide your work-related Twitter contact information. | @missnelsonisin |
| Name of Grant | A Picture is Worth 1,000 Words |
| Please select the MAIN curriculum area your grant addresses. | English Language Arts (Elementary) & Dyslexia |

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|---|---|
| Does your grant have a technology component? | No |
| Will other campuses be involved/impacted? | No |
| Will other grades be involved/impacted? | No |
| How many students will be involved in this grant? | 80 |
| 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>As the world of books evolves I want my students to be able to change and grow with it. Graphic Novels have become a very popular style of book over the past couple years, but their representation in our classrooms is lacking. Graphic novels take reading to the next level with images along with words. They level the playing field because they meet kids where they are at. Whether they are on level, advances, below grade level, or dyslexic handing a student a graphic novel excites them and builds their confidence. Graphic novels are a great way to help struggling readers strengthen vocabulary, build reading confidence and stamina, and develop a deeper appreciation of storytelling. They also allow struggling readers to have reading successes, as described by author/illustrator Cece Bell (El Deafo): "But there was like this sense of satisfaction for readers who maybe have a little bit of difficulty reading. Here are these pictures that help propel me through. It doesn't take very long to get through a page. Suddenly you read a 220-page book, and you've never read a 220-page book in your life. It's like this gateway to reading maybe things that are more difficult down the road ..." — Cece Bell (El Deafo- a graphic novel). My goal is to help every student develop a passion for reading which starts with handing them books they feel comfortable and confident in reading.</p> |
| | <p>My plan to do an all graphic novels book club. Throughout the year students will be participating in literature circles/book clubs where students can select novels they are interested in reading. We will create groups based on student preferences after doing a</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?

book tasting where students will get to preview all the books available. Students will lead their own literature circles with different roles within the group to create a reading community. When meeting, students will summarize the text, ask each other questions, discuss their ideas and feelings throughout the novel using accountable talk and writing response strategies. Students will create their own calendar to pace out the reading of the novel.

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

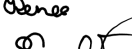
Preston 6th graders will meet in groups to discuss engaging, student-selected graphic novels. Each student will be provided with their own copy of the book so they can read, annotate, and discuss their ideas and feelings about the graphic novels. By discussing these texts with their peers' students will be more engaged in reading, be exposed to new ideas and ways of thinking.

Which Allen ISD goals/TEKS does this project support? Please provide 2 or 3 examples.

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose. (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. (7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

What specific measurements will be used to evaluate the effectiveness of the project?

Students will be reading independently inside and outside of school. During the literature circles time on campus, students will work collaboratively with their peers to discuss the books and complete projects about completed books. The teacher will model how to read a graphic novels and develop questions to create meaningful conversation.

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|---|---|
| <p>What teaching methods will be used to implement this project?</p> | <p>The effectiveness of this project will be measured using evaluation of discussions, questions, understanding of text, and accountable talk. Students will create various projects after completing books studies to demonstrate their mastery of the concepts they are learning. The teacher will meet with students throughout their books clubs to listen for their comprehension, learning, and understanding of the novels. Teacher will also provide question stems to help students develop meaningful questions that lead to great conversations.</p> |
| <p>What is the project timeline and the date of implementation?</p> | <p>As soon as the grant funds are received, the books will be purchased. Once the books are received students will do a book tasting to preview the different graphic novels. They will get to list their top three choices and I will create book club groups based on their interests. The goal would be to launch graphic novel book clubs during the 3rd 9 weeks.</p> |
| <p>Explain how this idea or project enhances/supports Allen ISD curriculum or existing systems.</p> | <p>My goal is to build a community of readers. Giving students exposure to a variety of writing styles and topics will allow them to develop into lifelong readers. Using graphic novels will engage readers at all levels to engage in meaningful conversations and while building confidence and self-esteem. The more choices students have to select what they read and discuss it with their peers the more they will read for enjoyment which will create a passion for reading that they will carry with them into adulthood.</p> |
| <p>Total Grant Budget Requested:</p> | <p>753.36</p> |
| | <p><i>Renee</i> </p> |

Project Budget Set Number 1

| Question | Answer |
|--|-------------------------------------|
| Item Type | Instructional Supplies or Resources |
| List item to be purchased under item category: | They Call Us Enemy by George Takei |
| Unit Cost | 15.59 |

| | |
|---------------------------------------|--------|
| Quantity | 8 |
| Total cost of items in this category: | 124.72 |

Project Budget Set Number 2

| Question | Answer |
|--|-------------------------------------|
| Item Type | Instructional Supplies or Resources |
| List item to be purchased under item category: | New Kid by Jerry Craft |
| Unit Cost | 7.79 |
| Quantity | 8 |
| Total cost of items in this category: | 62.32 |

Project Budget Set Number 3

| Question | Answer |
|--|-------------------------------------|
| Item Type | Instructional Supplies or Resources |
| List item to be purchased under item category: | Stargazing by Jen Wang |
| Unit Cost | 6.49 |
| Quantity | 8 |
| Total cost of items in this category: | 51.92 |

Project Budget Set Number 4

| Question | Answer |
|--|-------------------------------------|
| Item Type | Instructional Supplies or Resources |
| List item to be purchased under item category: | Breadwinner by Deborah Ellis |
| Unit Cost | 10.45 |
| Quantity | 8 |
| Total cost of items in this category: | 83.60 |

Project Budget Set Number 5

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| Question | Answer |
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| Item Type | Instructional Supplies or Resources |
| List item to be purchased under item category: | EI Deafo by CeCe Bell |
| Unit Cost | 7.74 |
| Quantity | 8 |
| Total cost of items in this category: | 61.92 |

Project Budget Set Number 6

| Question | Answer |
|--|-------------------------------------|
| Item Type | Instructional Supplies or Resources |
| List item to be purchased under item category: | Pashmina by Nidhi Chanani |
| Unit Cost | 12.84 |
| Quantity | 8 |
| Total cost of items in this category: | 102.72 |

Project Budget Set Number 7

| Question | Answer |
|--|-------------------------------------|
| Item Type | Instructional Supplies or Resources |
| List item to be purchased under item category: | The Crossover by Kawame Alexander |
| Unit Cost | 6.69 |
| Quantity | 8 |
| Total cost of items in this category: | 53.52 |

Project Budget Set Number 8

| Question | Answer |
|--|-------------------------------------|
| Item Type | Instructional Supplies or Resources |
| List item to be purchased under item category: | Noise by Katheleen Raymundo |
| Unit Cost | 9.99 |

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| Quantity | 8 |
| Total cost of items in this category: | 79.92 |

Project Budget Set Number 9

| Question | Answer |
|--|-------------------------------------|
| Item Type | Instructional Supplies or Resources |
| List item to be purchased under item category: | White Bird by R J Palacio |
| Unit Cost | 16.59 |
| Quantity | 8 |
| Total cost of items in this category: | 132.72 |