

AMARILLO EDUCATION
FOUNDATION

GRANTS-TO-TEACHERS
APPLICATION

GRANT NO. 69

WE BOTH READ!



AMARILLO EDUCATION FOUNDATION
Grants-to-Teachers Application

Grant submission due date: **February 29, 2008**

Date of Submission: February 15, 2008	
Applicant(s) Name(s)	AISD Position
Susan Taylor	Reading Recovery
AISD Campus: Western Plateau	
Title of Project/Program: We Both Read!	
Amount Requested: \$ 1875.00	
<p>Summary of Project/Program: Provide a one paragraph summary (600 words or less) of the project/program for which this grant funding is being requested.</p> <p>Marie Clay, developer of the Reading Recovery Program, defines reading as a message-getting, problem-solving activity which increases in power and flexibility the more it is practiced. Most parents define reading as sounding out words. Good readers must use a balance of meaning and structure cues, along with the phonetic information, to gain meaning from text. The <u>We Both Read!</u> program will offer parents of Kindergarten students, books with a unique, interactive format which allows parents to assist a beginning reader as the parent and child take turns reading aloud. The parent reads the left-hand pages which feature more complex text and storyline. For their turn, children are encouraged to read the right-hand pages, which feature less complex text and storyline, and are leveled to the child's ability. On their part, the adult models fluency, expression, word analysis, and concepts about print, such as left to right, and top to bottom directionality. Students practice sight word recognition and beginning reading strategies on their part. At the Kindergarten introductory tea, which is held before school starts, teachers will model this shared reading technique for parents using a big book from the <u>We Both Read!</u> series. At this time, teachers can discuss the many strategies that are involved in reading, including the phonics aspect which many parents are familiar with. Then, throughout the year, <u>We Both Read!</u> books will be sent home each Tuesday in the take-home folder of every Kindergarten student. This innovative way to involve parents in their child's reading practice will help ignite reading interest and enjoyment, and therefore, accelerate reading development.</p>	



☺ . . . my mom.



☺ I run down the hall with my doggie named Tom.
We rush to the kitchen and both hug . . .

CATEGORY ONE: Purpose Served/Need for Project or Program: Describe the need and/or purpose served by the proposed project or program, including relevant supporting data and documentation.

Cite specific elements of the campus improvement plan and/or district standards addressed by the project/program.

The A.I.S.D. Literacy Plan supports the practice of exposing students to a wide and rich range of literature. The Campus Improvement Plan, (CIP), states that 38% of our students are economically disadvantaged. This number increases every year. Many families don't have the financial ability to provide their children with appropriately leveled books for beginning readers. The We Both Read! series includes fiction and nonfiction titles specifically designed so children can easily participate in the reading with their own pages of appropriately leveled text.

Goal Two of the CIP states that parental involvement will be encouraged through a variety of events and activities. The We Both Read! books will be sent home with every Kindergarten student. The books can also be used by parent volunteers and student tutors who work with struggling first grade students.

CATEGORY TWO: Program/Project Objectives/Parameters: Provide a detailed description of the quantifiable objectives of the project/program to be implemented.

Approximately how many students will be directly, or indirectly, impacted by this project or program:

When would the project/program be initiated?

The We Both Read! program will directly impact approximately 66 Kindergarten students every year as they take home an interactive book each week starting in September 2008, and continuing throughout the year. The books are sturdy, high-quality materials which will continue to impact students in the future as teachers use them every year. Other students will be impacted since the books can also be used by volunteers and older students working with struggling readers in first and second grade.

Teachers will use the We Both Read! books to address the following TEKS from the A.I.S.D. standards:

K.1.E Listen responsively to stories and other texts read aloud, including selections from classic and contemporary works

Listening/speaking/purposes ELA.K.01.cef ELA.K.01.e

K.1.D Listen critically to interpret and evaluate

Listening/speaking/purposes ELA.K.01.bd ELA.K.01.d

K.5.B Know that print moves left-to-right across the page and top-to-bottom

Reading/print awareness ELA.K.05.bcdf

K.5.C Understand that written words are separated by spaces

Reading/print awareness ELA.K.05.bcdf

K.5.G Understand that spoken words are represented in written language by specific sequences of letters

Reading/print awareness ELA.K.05.ag

K.5.H Recognize that different parts of a book such as cover, title page, and table of contents offer information

Reading/print awareness ELA.K.05.h

K.7.B Understand that written words are composed of letters that represent sounds

Reading/letter-sound relationships ELA.K.05.ag

K.8.B Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud

Reading/vocabulary development ELA.K.08.b

K.9.A Use prior knowledge to anticipate meaning and make sense of texts

Reading/comprehension ELA.K.09.a ELA.K.09.ab ELA.K.09.ab2 ELA.K.09.abc

K.8.A Discuss meanings of words and develop vocabulary through meaningful/concrete experiences

Reading/vocabulary development ELA.K.08.a

K.9.B Establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained

Reading/comprehension ELA.K.09.ab ELA.K.09.ab2 ELA.K.09.abc

K.9.C Retell or act out the order of important events in stories

Reading/comprehension ELA.K.01.d ELA.K.09.abc ELA.K.09.c

K.10.A Listen to stories being read aloud

Reading/literary response ELA.K.01.A ELA.K.01.d ELA.K.10.abc

K.10.B Participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud

Reading/literary response ELA.K.10.abc ELA.K.10.bcd

K.10.D Describe how illustrations contribute to the text

Reading/literary response ELA.K.09.a ELA.K.10.bcd

K.11.B Understand simple story structure

Reading/text structures/literary concepts ELA.K.09.ab

K.11.C Distinguish fiction from nonfiction, including fact and fantasy

Reading/text structures/literary concepts ELA.K.05.a

K.11.D Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books

Reading/text structures/literary concepts ELA.K.05.a

CATEGORY FIVE: Innovation and/or Adaptation

- A. Is this project, or a similar one, being implemented elsewhere in the district?
- B. Have adaptations to an existing program been made to address the specific needs pertinent to this proposal? What are these changes?
- C. If not, did you design/create it yourself?
- D. If you own creation, what prompted the idea?

To my knowledge, no other schools are using these books at this time. At home reading time can be a very frustrating experience for both the children and their parents. The result is little desire to spend much time reading. We Both Read! books will reduce frustrations and make reading fun. Children get to practice reading at their level of ability, and they get to relax and listen as the fluent reading of more complex text is modeled for them. The result is increased enthusiasm for reading, as well as increased comprehension, fluency, and support for their decoding skills. Parents are no longer just reading to their child, they are reading **with** them as We Both Read!

The applicant and the campus acknowledge that funding is not guaranteed under this program and that this application may be declined for any and all reasons based upon the discretion of the Grants-to-Teachers Application Review Committee and the Amarillo Education Foundation Board of Directors. The applicant and the campus certify that all information in the this application is true and correct and accept the responsibility to implement the project/program as described in this document upon approval of all or portions thereof.

Susan Taylor
Applicant Signature (only one required, if multiple applicants)

2-12-08
Date

Leslie Furtth
Principal's Signature

2/12/08
Date

Western Plateau
AISD Campus/Department

A hard copy of your completed application is preferred. Please call to make any special arrangements to ensure receipt of application by the February 29, 2008, deadline.

**GUIDELINES
AEF GRANTS-TO-TEACHERS**

Persons submitting an AEF Grants-to-Teachers application shall consider the following guidelines carefully: