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## University of Phoenix Read2Succeed Literacy Grant

<b>Project Title</b> Read-Aloud, Think-Aloud, Create to Learn	<b>Grant Category</b> University of Phoenix Read2Succeed Literacy
<b>Lead Teacher Name</b> Rebecca Palvisak	
<b>Class Subject</b> Reading, Science, and Social Studies	<b>Grade Level</b> Fourth
<b>School</b> Meadow Woods Elementary School	<b>2011 School Grade</b> A
<b>Phone</b> 407-858-3140	<b>Email Address</b> rebecca.palvisak@ocps.net
<b>Principal's Name</b> Sandra Pipkin	<b>Principal's Email Address</b> sandra.pipkin@ocps.net

**Grant Application Request Amount: (example 250)**  
249.84

**Estimated Number of Participating Students**  
25-100

2010-2011 Ethnic Distribution:	% White	% Black	% Asian	% Multi-Cultural	% American Indian/Alaska Native	% Non-Hispanic	% Hispanic
School	11	19	4	3	1	37	63

### 1. Project description (1,500 characters or less) Value - 25 points

Describe the project, its need and the classroom activities it will entail.

"Read-Aloud, Think-Aloud, Create to Learn" will be a shared reading experience or a read-aloud with every student having their own copy of the book. I will use Marzano's high yield strategies and the reading strategies in the book Strategies that Work. The need for this project is in its flexible nature, and documented increase in reading comprehension. It is appealing and appropriate for diverse groups of learners; and it targets reading comprehension as well as content area standards. Shared reading of age-appropriate literature is a way for students who do not read adequately to learn reading skills and strategies, and content topics in a heuristic way. Our school has some titles, but we need more contemporary titles. I would like to purchase a class set of Hoot by Carl Hiaasen. The central activity will be the reading aloud of a novel, and the creation of a reading journal in which students will record differentiated assignments. Additional synthesis activities include advertising posters, large graphic organizers that will be displayed in the room. Students will take pictures, and create power points. After completion of the novel, students will view the DVD and compare and contrast the book and the video. The culminating activity will be a celebration to which parents, administrators, coaches and reading teachers will be invited. All student creations and journals will be on display so they can share the process and what they learned.

### 2. Project objectives (3,000 characters or less) Value - 20 points

Explain how this project will enhance standard classroom literacy activities. How will it achieve academic gain for low-performing students?

The nature of shared-reading using a novel has so many more opportunities to go beyond standard classroom activities. For instance, we read from the reading anthology, highlight reading strategies and skills in isolation, answer questions to which there is a right and wrong answer, and/or complete workbook pages. The teacher then meets with small groups with leveled readers that may or may not relate to the anthology selection, and attempts to target the publisher's strategy to teach. On the other hand, reading a novel together and applying high yield reading strategies that good readers use, lends to flexibility and student centered learning. This project honors the different learning modalities and preferences. All students will be shown a variety of ways to show what they know using non-linguistic representations, orally or in writing. As we move through the novels, students will be given choices how to demonstrate their knowledge. They will receive feedback and be allowed to work at their own pace. If practiced

with fidelity Marzano's high yield strategies will yield gains for all students including low-performing students. Here are the statistics: 45% gain when students compare, classify, and create metaphors, analogies and non-linguistic or graphic representations 34% gain when students keep important information, write / rewrite, and analyze information. Students should be encouraged to put some information into own words. 29% gain when the teachers hold high expectations, display finished products, praise students' effort, encourage students to share ideas and express their thoughts, honor individual learning styles, conference individually with students, authentic portfolios, stress-free environment, 27% gain when students create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge. 23% gain when teachers limit use of ability groups, keep groups small, apply strategy consistently and systematically but not overuse. Assign roles and responsibilities in groups. 23% gain when teachers articulate and display learning goals, KWL, contract learning goals, etc. Note: For three of these strategies, gains were based on students as the recipients of explicit guidance and their ability to demonstrate understanding of and application of the knowledge acquired. In the case of the other three strategies gains depend on the teacher, like high expectations, display of finished products, praise, small groups, and the consistent display of learning goals. Adapted from the book: Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, by Robert Marzano (2001)

**3. What results or positive effects do you expect? (1,000 characters or less) Value - 25 points**

Explain and quantify expected results (i.e., improved student work habits, academic gains, higher FCAT scores, improved math or science skills). Be specific.

I will use two measurements of growth, a formative rubric and Lexile levels based on FAIR. First I will create a rubric to measure improved demonstration of knowledge from one project to another. I expect that after each project, or shared reading of a novel, the lowest 25% (based on 3rd grade FCAT and previous FAIR Assessments) will increase their knowledge and application of reading strategies by 10% each time. The rubric will include group participation, task completion, examples of graphic organizers to show similarities and differences, understanding of selection vocabulary, and plot and conflict. It will also include the recording of and response to learning goals and essential questions. The second measurement of growth will be based on the Lexile level as measured by FAIR. I expect the lowest 25% to make a 30% gain, the students at the 50% level will gain 20%, and the top 75% will gain 15%. I am choosing Lexile measures because they compare students to text, and not grade level. My goal is for all students to be able to read increasingly more difficult passages due to their experience with this project.

**4. Discuss and provide timeline. (3,000 characters or less) Value - 10 points**

What is your project timeline - start to finish? (NOTE: No expenditure should be referenced in timeline before notification of awards.)

This project will begin the week of August 22, 2011 and run through the week of March 19, 2012. We will read four novels within this time period during the Reading Block. The project will be interspersed between content reading in science and social studies, and all the legislative mandates such as Constitution Day, Freedom Week, Hispanic Heritage Month, Veteran's Day, Martin Luther King Day, etc. Here is a rough outline of a schedule: Novel #1 8/22 – 9/15/11 Novel #2 10/8 – 11/8/11 Novel #3 1/3 – 2/3/11 Novel #4 2/13 – 3/19/11

**5. School Improvement Plan. (1,500 characters or less) Value - 10 points**

Describe how the grant proposal relates to your SIP ([click here for current SIP](#)). Highlight the specific area of the SIP that correlates with project objectives. Specify the area of the SIP that applies to this grant. DO NOT use your School's name in any part of this grant application's narrative.

All of the SIP Reading Goals are closely correlated to these projects objectives. Most goals, are based on FCAT scores and are increased by 3% each year, with the exception of one. Reading goals 1 and 2 call for a 3% increase in the number of students scoring a 3, 4 or 5 on FCAT. Reading goal 3 calls for a 3% increase in the number of students achieving learning gains as determined by the state. The fifth goal names a population subset of Black students to score a 3 or better on the FCAT. Goal 4 is the most challenging of all. It is the goal that determines AYP. The fourth goal is set as an 11% increase in learning gains among the lowest 25% of the school population. This goal is probably the one most closely related to my projects objectives. I can target this group within the context of my project without sacrificing the integrity of instruction. In other words, the lowest performing students will have equal access to good, research-based instruction with only the product being differentiated, and not the content. Their preferred learning modalities will be honored but there will still be high expectations. I expect that my goal of a 30% gain of this subgroup in their Lexile level will correlate to a higher percentage goal in learning gains as measured by the 2012 FCAT.

Budget (10 points)					
Description	Supplies	Equipment	Computer Software	Computer Hardware	Other
Hoot (a novel by Carl Hiaasen) 25 each @ \$5.99	0	0	0	0	175
Hoot (DVD) @ \$12.98	0	0	0	0	13
Hoot Teaching Guide	0	0	0	0	9
Construction paper 9X12 (2) packs @ \$2.99	6	0	0	0	0
Construction paper 12X18 (2) packs @ \$3.59	7	0	0	0	0

