

**Innovation Grant Application
Program: Literacy**

We want to invest in your efforts to enhance literacy instruction and outcomes.

PART 1: APPLICANT INFORMATION

Project Title: Lights, Camera, FLUENCY!

PART 2: PROJECT DESCRIPTION

1. Overview: (5 points maximum) Briefly describe the project or program you would like to fund with an Innovation Grant. 500 character limit.

Lights, Camera, FLUENCY! is a project geared toward improving the fluency levels of our first graders through engaging texts, a field trip to a live show and putting on their own performances. Fluency is the ability to read a text quickly, accurately and with proper expression. Without opportunities to read productively with a partner and perform their reading for an audience of their peers, we are finding that our first graders lack the motivation necessary to become fluent readers. With this project we will address this motivation and target an essential area of literacy growth for our scholars.

2. Outcomes: (10 points maximum) What are your intended outcomes for this project? What are the knowledge, attitudes, skills and behaviors you expect to influence? 2000 character limit.

2.1 Rationale: Why do you expect your project to influence the above stated outcomes?

2.2 Rationale: How does this project support or relate to the mission of the San Francisco Education Fund. (*The San Francisco Education Fund harnesses the power of the community to equip every child with the skills to succeed in college, career and civic responsibility. We analyze data to target resources where they are needed most, engage volunteers in classrooms and provide grants to educators, to build a bright future for our City and its young people.*)

We intend to specifically target and raise the fluency level of our first grade readers. With daily modeling and partner reading, our readers will grow in their reading fluency by at least 15 words per minute and by at least one point in their comprehension with the Fountas and Pinnell reading assessment. We intend to expose our students to the art of live theater so that they see school literacy lessons as a purposeful avenue to performance.

Live theater has the power to be a driving force for engaging literacy instruction. Seeing a play allows students to have experiences where they are fully immersed in an art. Our scholars will see their favorite characters come to life before their eyes. Our readers will transform into performers themselves as they will continue to practice their text with a partner and put on their own show. By engaging in reader's theater, our students will be required to fully understand the characters in their books and what they are saying when they work on assigned roles with a partner.

We understand that reading fluency emerges in readers gradually and through repeated practice. In our reading program students have opportunities to read books they can read with 95% accuracy independently. This reading time is not enough to improve the fluency of our readers. Further, with the Fountas and Pinnell reading level assessment, fluency is not measured as a means of determining independent reading levels until level J. However, on each running record before level J, the characteristics of a fluent reader at that level detail important aspects of fluency. These aspects are: *quick recognition of high frequency words, beginning to read in phrases instead of word-by-word, and responding to punctuation with expression and variation in voice.* These aspects of fluency should be taught at each level. Implementing this project will put these aspects in a higher priority so we do not have to wait until a level J (the beginning of second grade) to see if our readers are having trouble with their reading fluency.

By hearing a daily model of fluent reading, thinking about how the characters would sound in the texts they are practicing and using the punctuation in the text to guide their expressive reading, our students will begin developing the skills to recognize words automatically. One way fluency is developed is through Guided Oral Reading. Guided Oral Reading has shown to help students learn and recognize new words, help read accurately and with ease and help them comprehend what they read. This is hard to do in a class of 19 with one teacher. Luckily, with reader's theater students can partner up and be their own teachers to each other.

Beginning with levels F and G (the level of many of the Elephant and Piggie texts we are requesting), we will be regularly timing students in our guided reading groups when we take running records to measure their fluency. We will use a baseline running record and after 2 months of working with their reading partners on these texts, we will assess our readers again. We will be using the level specific fluency focus areas as teaching points during our guided reading groups. By focusing on fluency at a specific time of the day, with engaging texts and with specific goals in mind, our readers will grow in their

reading fluency and become more confident readers who have a higher level of comprehension. Since our project meets so many literacy standards, this will not just be one that is started and then put aside if more pressing academic pressures come up.

3. Conditions: (5 points maximum) What must happen – internally or externally – in order for your project to produce the desired outcomes? 1500 character limit.

In order to succeed in the full implementation of this project, we will have to commit to a Mo Willems author study in which we consistently model of fluent reading and give students comprehension practice through guided lessons. Further, we will have to commit to 15 minutes a day of partner reading time when the fluency unit starts. We will also have to make sure we order our bus as well as the play tickets. We will have to provide the time for our students to practice their own texts after viewing the play. We will have to calendar when our culminating performance will occur. Finally, we will have to create invitations for families to view our performances.

Our readers must continue to receive quality reading instruction daily in which they have time to practice independent reading and partner reading. They must practice their high frequency words on a daily basis. Some of the words in these books may be above the grade level of our readers. To have success with these books, some students may require partner previews and guided reading with the texts. Students will also have to be strategically partnered so that they hear models of fluent reading.

4. Outputs: (5 points maximum) What population do you plan to serve or influence? Consider grade/age level, ethnicity, gender, language spoken, academic performance; students as well as school staff members, parents, and families. 1000 character limit.

1. Rationale: What is the specific need or gap in service you've identified among this population? What data demonstrates this need? (Use school-specific data if possible). (1000 characters)

2. Rationale: What is the sustainability of your project beyond the grant cycle? i.e How might the work continue to impact your population after the grant funding ends? (1000 characters)

Fluency has a high importance in literacy instruction but is usually neglected in the classroom. A large percentage of our now second grade readers have succeeded with grade level appropriate Fountas and Pinnell reading scores but do not have the reading fluency to fully comprehend text as well as read at an appropriate pace. This project will shift focus from mainly evaluating students reading accuracy to fluency and comprehension as well. We are hoping that this project serves as the beginning of changing the ways we evaluate reading performance in our students and gives us accurate information to pass on to future teachers.

This project will definitely serve future students as these high interest texts will have a permanent home in our classroom libraries and will be accessible to our future students. We will continue to lead an author study, character unit and reader's theater activities with our students using these texts in future years. We will also continue to practice and perform for one another using these texts. We will seek out Bay Area theater performances to serve as culminating, motivating events when we teach fluency to our readers.

5. Activities: (10 points maximum) Describe the specific activities and resources that will be used to implement your project or program. 2000 character limit.

1. If applying as a team (more than one applicant group), describe your strategy for collaboration. What will your team's different roles be in implementation of funds?

2. What is your timeline for work to be completed before June 30, 2015?

Each teacher will have their own set of the texts. However, we will have to use each other's copies to have two of the same book for students to practice. During the author study we will work with our own sets. During the read alouds and independent reading time, the texts will be available in our own classroom libraries. However, when it comes to practicing one book and performing, we will share the texts across our classrooms. We will meet regularly to go over fluency assessment data and data on students understanding of the read aloud texts. We will also attend the play together and view each other's culminating performances.

We will use the following outline as a timeline for the work to be completed before June 30, 2015.

Activity	When?	Assessment plan
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<p>Mo Willems author study: -read Mo Willems books daily -compare and contrast texts and common themes -practice retelling: map out beginning, middle, ending -introduce character feelings and use texts to come up with a variety of feelings words -model how feelings change throughout a text -modeling acting out feelings and paying attention to punctuation as a reader</p>	<p>November and December</p>	<p>-Read story to class and have students map out the beginning, middle and ending -Have students complete character maps -Evaluate student writing for use of other feeling words</p>
<p>Mo Willems partner reading fluency practice: -daily partner reading with Elephant and Piggie texts (each student plays a role) -use Elephant and Piggie texts as warm-ups during shared reading to engage in whole class experiences and fluency practice -learn how to act out characters -teach students how to help each other when one character gets stuck with specific prompts</p>	<p>January and February</p>	<p>-Fluency assessments regularly conducted during running records. -Track fluency progress</p>
<p>See Mo Williams play: -investigate: what is a play? -what is the role of actors? -discuss theater behaviors and preparation for performances</p>	<p>March and April</p>	<p>-Debrief play and discuss in a circle conversation</p>
<p>Perform our own plays with Mo Williams texts: -choose one text and a similar level reading partner -practice your text with partner -read the words as if they are talking -use the punctuation and context clues to help their expression as they read</p>	<p>April and May</p>	<p>-Review performances -Record final fluency scores</p>

6. Other (Optional): If there is anything else you would like us to consider when reviewing your application please feel free to explain it here. *1000 character limit.*

We hope that you will consider funding a project that provides students with an experience they may not usually get. This project will help students use their imaginations and work on presentation skills while working on standards from the main Language domains: reading, writing, listening and speaking. These are difficult standards to meet even in a balanced literacy curriculum.

PART 3: BUDGET NARRATIVE: (5 points maximum) Provide a brief narrative that shows evidence of thoughtful planning and research into your specific project. The budget should explain the rationale for the project's expenses. It is helpful to be precise. Include the sources used to arrive at your final expenses (see example below). **Note:** Be sure to consider taxes, shipping & handling for any items you are purchasing, and factor those costs into your amount requested.

Amount Requested: \$1480

Rationale: Our project will support the development of oral story retelling, character analysis and reading fluency in El Dorado's first grade classrooms. We will order all of the most engaging Mo Williams texts for each classroom be used during a daily fluency practice time. We will also purchase tickets to a live theater show in Berkeley that will bring these favorite characters to life for our students and expose them to the arts through live theater as well as the possibilities of literacy.

Item Activity	# of units	Cost per unit	Total cost	Sources use to arrive at expenses
Bay Area Children's Theater: <i>Elephant and Piggie's WE ARE IN A PLAY!</i>	54 (40 students, 10 adult Chaperones) *Teachers are free	\$8	\$400	Bactheatre.org (Bay Area Children's Theater invoice)
Transportation to performance	54 passengers on 1 bus	~\$600 *note: since our field trip is out of the city we cannot use the district's free busses. We are still waiting for a specific quote for the bus.	~\$600	SFUSD charter bus company
Elephant and Piggie 24 book collection	2 copies of each book (48 books total)	\$10 per book (this includes the estimated tax for each book)	\$480	Amazon.com
TOTAL			\$1480	