Reading For Results

Local Reading Improvement Subgrant

2002-2004

Houghton Mifflin Reading
Subgrant Application Assistance Guide

Application for Funding
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Introduction

Reading For Results Subgrant Application Assistance Guide

This guide has been developed by Houghton Mifflin Company to provide you with information you will need about Houghton Mifflin Reading to prepare a successful grant for the New York State Reading For Results Local Reading Improvement Subgrant.

Within this document you will find vital information about how Houghton Mifflin addresses the following requirements of the Reading For Results grant:

- **SCIENTIFIC-BASED RESEARCH MODEL** – *Houghton Mifflin Reading* is a scientific research-based program that utilizes a proven research model that is both evidence-based and replicable. It has been tested under a variety of conditions with students nationwide and has been proven through clinical-type trials to raise reading scores.

- **EVIDENCE-BASED READING IMPROVEMENT MODEL** – Houghton Mifflin Reading systematically and explicitly employs the 6 dimensions of reading within the framework of academic and scientific research.

- **SCIENTIFIC RESEARCH-BASED PROFESSIONAL DEVELOPMENT** – Houghton Mifflin’s professional development plan has been based on the experiences of successful implementing schools as well as the Learning First Alliance’s *Professional Development Guide* and the American Federation of Teacher’s *Teaching Reading IS Rocket Science*.

- **TIPS AND IDEAS FOR DEVELOPING A WINNING PROPOSAL** – Houghton Mifflin provides you with professional ideas for writing a winning proposal including sample grant language, suggestions from professional Grantwriters and web site links.

Your success is important to us.

*Please do not hesitate to contact your Houghton Mifflin representative for additional assistance with this proposal.*
I. Overview and Background Information (taken from the Reading for Results RFP)

The United States Department of Education has awarded $81.8 million to New York State to implement Reading for Results, New York’s Reading Excellence Act (REA) project. Under this funding, eligible school districts may compete for two types of grants: Local Reading Improvement (LRI) and Tutorial Assistance (TA). This RFP is for LRI grants only. Approximately $67,000,000 of the total award to New York State will be distributed as LRI grants.

The purposes of the Reading Excellence Act are:

- To provide kindergarten children with the readiness skills they need to learn to read once they enter school;
- To teach every child to read by the end of third grade;
- To improve the reading skills of students and the instructional practices of teachers and, as appropriate, other instructional staff;
- To expand the number of high-quality family literacy programs; and
- To provide early literacy intervention including tutoring for struggling readers and to reduce the number of children who are inappropriately referred to special education.

The Reading Excellence Act requires that the content and process of professional development, curriculum and instructional practices, and collaborations with community-based organizations be based on scientifically-based reading research. The act defines scientifically-based reading research as “the application of rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties.” Such research “employs systematic, empirical methods that draw on observation or experiment; involves rigorous data analyses that test stated hypotheses and justifies conclusions; relies on measurements or observational methods that provide reliable and valid data; and has been accepted by peer-reviewed journals or approved by a panel of independent experts.”

The Reading Excellence Act also contributes to the ongoing debate about the components of early reading programs through its definition of reading and by identifying the six major dimensions of early reading instruction. Reading is defined as “a complex system of deriving meaning from print” that requires all of the following:

- Phonemic Awareness: Attentiveness to the individual speech sounds, or phonemes, that comprise spoken words;
- Phonics: The ability to decode unfamiliar words;
- Fluency: The ability to read fluently;
- Vocabulary: Sufficient background knowledge and vocabulary to foster reading comprehension;
- Comprehension: The development of appropriate active strategies to construct meaning from print; and
- Motivation: The development and maintenance of a motivation to read.

This definition asserts the ultimate purpose of reading as comprehension. However, it also declares loudly that fluent reading requires a complex system of well-integrated skills and abilities. During the early literacy period, children begin to develop the skills they will need to become fluent readers. For further information regarding scientifically based reading research associated with each of the dimensions of reading noted above, see the sources identified by the state department of education in the RFP.
The following document provides a succinct view of how *Houghton Mifflin Reading* supports the requirements of the Reading Excellence Act and New York State *Reading For Results* Project as well as the New York Early Literacy Competencies.

<table>
<thead>
<tr>
<th><strong>Reading For Results Required Components</strong></th>
<th><strong>Houghton Mifflin Reading</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dimension 1</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Phonemic Awareness</strong></td>
<td><em>Houghton Mifflin Reading</em> provides research-based materials, activities, and instruction designed to systematically develop phonemic awareness through a careful scope and sequence that supports all students’ learning. Explicit instruction clearly identifies sounds and provides multiple exemplars for teacher-led practice in all facets of phonological awareness (phonemic awareness, onsets and rimes in syllables, syllables in spoken words, making oral rhymes, and a reading/writing connection).</td>
</tr>
<tr>
<td>The skills and knowledge to understand how phonemes or speech sounds are connected to print.</td>
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<tr>
<td><strong>Dimension 2</strong></td>
<td></td>
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<tr>
<td><strong>Phonics</strong></td>
<td><em>Houghton Mifflin Reading</em> ensures that explicit and systematic phonics instruction starts at the very beginning of early literacy and continues to support students who struggle through grade 6. The following consistent five-step instructional model assists teachers and students in achieving success: 1) phonemic awareness, 2) connecting sounds to letters, 3) blending, 4) learning high-frequency words, and 5) applying phonics skills and high-frequency words in real text, to spelling and through writing. Powerful phonics strategies, supported by student/teacher modeling, decodable text, and oral language development move students from basic decoding to independent reading. Daily routines allow for language practice, building phonemic awareness, and a review of phonics, high-frequency words and language skills.</td>
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<tr>
<td>The ability to decode unfamiliar words, utilize word recognition strategies and a connection to spelling.</td>
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</tr>
<tr>
<td><strong>Dimension 3</strong></td>
<td></td>
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<tr>
<td><strong>Fluency</strong></td>
<td>A variety of activities support reading fluency in <em>Houghton Mifflin Reading</em> including daily independent reading, audiotapes of big books and anthology selections, rereading familiar text, support for reading at home, partner reading, choral reading, readers’ theater, and teacher supported reading. Theme Paperbacks are leveled easy, on level, and challenge, to provide appropriate materials for developing reading fluency. Frequent opportunities exist to assess students’ fluency and accuracy.</td>
</tr>
<tr>
<td>The ability to read fluently</td>
<td></td>
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<tr>
<td><strong>Dimension 4</strong></td>
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</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td><em>Houghton Mifflin Reading</em> materials are designed so that children are taught the relevant vocabulary and background knowledge they need for reading a selection BEFORE reading, DURING reading, and AFTER reading. In addition to explicit, direct vocabulary instruction including word learning strategies and use of context clues to expand vocabulary, indirect instruction is provided through read alouds, oral language development, and reading practice.</td>
</tr>
<tr>
<td>Sufficient background information and vocabulary to construct meaning from print.</td>
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</tbody>
</table>
**Dimension 5**
**Comprehension**
The development of appropriate active strategies to construct meaning from print.

Comprehension instruction begins at kindergarten in *Houghton Mifflin Reading* and progresses explicitly and systematically throughout the grade levels to prepare students to be lifelong readers and to be successful with grade-level testing. Students are guided through a gradual scaffolded release from strong teacher modeling, to working together as a group to model (teacher-student), and finally to a demonstration of independence in student modeling. The instructional model provides activities to develop prior knowledge and background, explicit and direct teaching techniques including the use of **Reciprocal Teaching** strategies, self-monitoring strategies and use of graphic organizers in both whole-group and small-group organization.

**Dimension 6**
**Motivation to Read**
The development and maintenance of a motivation to read and write.

*Houghton Mifflin Reading* provides a variety of compelling fiction and nonfiction literature in differing formats (chapter books, anthology, decodable readers, etc.) as well as multi-dimensional activities to ensure there is something for every level of interest and ability as students connect reading and writing. Explicit writing instruction is further supported by the “universal access” features within the teaching plan to equip every teacher with a means to meet students individual needs.

This chart displays the alignment between the New York State Early Literacy Competencies for K-3 and *Houghton Mifflin Reading*:

<table>
<thead>
<tr>
<th>New York State Early Literacy Competencies</th>
<th>Alignment with <em>Houghton Mifflin Reading</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Kindergarten</td>
</tr>
<tr>
<td>- Reading: Phonological awareness including phonemic awareness; print awareness; alphabetic recognition and phonics; fluency; background knowledge and vocabulary development; comprehension strategies; and motivation to read</td>
<td></td>
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<tr>
<td>- Writing: Print awareness; spelling; handwriting; composition; motivation to write</td>
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<tr>
<td>- Listening</td>
<td></td>
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<tr>
<td>- Speaking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Daily systematic and explicit phonemic awareness instruction</td>
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<tr>
<td></td>
<td>- Daily phonemic awareness activities</td>
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<tr>
<td></td>
<td>- Identifying and producing rhymes</td>
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<tr>
<td></td>
<td>- Identifying letters and sounds</td>
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<td></td>
<td>- Identifying syllables in spoken words</td>
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<td></td>
<td>- Word and Picture Books</td>
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<td></td>
<td>- High-frequency word practice</td>
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<tr>
<td></td>
<td>- Rhyming activities</td>
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<td></td>
<td>- Listening activities</td>
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<td></td>
<td>- Shared writing activities</td>
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<tr>
<td></td>
<td>- Interactive writing activities</td>
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<tr>
<td></td>
<td>- Quality literature</td>
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<tr>
<td>New York State Early Literacy Competencies</td>
<td>Alignment with <em>Houghton Mifflin Reading</em></td>
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<td>------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td><strong>Grade 1</strong></td>
<td><strong>Grade 1</strong></td>
</tr>
<tr>
<td>• Reading: Phonemic awareness; decoding</td>
<td>• Explicit and systematic phonics instruction</td>
</tr>
<tr>
<td>including phonics and structural</td>
<td>• Five-step instructional model</td>
</tr>
<tr>
<td>analysis; print awareness; fluency;</td>
<td>• Scaffolding support: teacher modeling,</td>
</tr>
<tr>
<td>background knowledge and vocabulary</td>
<td>teacher/student modeling, student</td>
</tr>
<tr>
<td>development; comprehension strategies;</td>
<td>modeling</td>
</tr>
<tr>
<td>and motivation to read</td>
<td>• Fluency practice</td>
</tr>
<tr>
<td>• Writing: Print awareness; spelling;</td>
<td>• Shared, interactive, and independent</td>
</tr>
<tr>
<td>handwriting; composition; motivation</td>
<td>writing</td>
</tr>
<tr>
<td>to write</td>
<td>• Daily writing activities</td>
</tr>
<tr>
<td>• Listening</td>
<td>• Blending practice</td>
</tr>
<tr>
<td>• Speaking</td>
<td>• Fluency practice</td>
</tr>
<tr>
<td></td>
<td>• Sound/Spelling cards</td>
</tr>
<tr>
<td></td>
<td>• Word and Picture Books</td>
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<tr>
<td></td>
<td>• Phonics Libraries</td>
</tr>
<tr>
<td></td>
<td>• On My Way Practice Readers</td>
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<tr>
<td></td>
<td>• Word Pattern Boards</td>
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<tr>
<td></td>
<td>• Spelling and phonics lessons that match</td>
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<td></td>
<td>• Internet reading and writing activities</td>
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<tr>
<td></td>
<td>• Quality literature</td>
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<td></td>
<td>• Paired content-area reading selections</td>
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<td></td>
<td>• Genre studies</td>
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<td></td>
<td>• Student writing models</td>
</tr>
<tr>
<td><strong>Grade 2</strong></td>
<td><strong>Grade 2</strong></td>
</tr>
<tr>
<td>• Reading: Decoding including phonics</td>
<td>• Systematic and explicit phonics</td>
</tr>
<tr>
<td>and structural analysis; print</td>
<td>instruction</td>
</tr>
<tr>
<td>awareness; fluency; background</td>
<td>• Explicit structural analysis instruction</td>
</tr>
<tr>
<td>knowledge and vocabulary development;</td>
<td>• Word Pattern Boards</td>
</tr>
<tr>
<td>comprehension strategies; and</td>
<td>• I Love Reading Books</td>
</tr>
<tr>
<td>motivation to read</td>
<td>• Phonics Libraries</td>
</tr>
<tr>
<td>• Writing: Print awareness; spelling;</td>
<td>• Application of learned skills and</td>
</tr>
<tr>
<td>handwriting; composition; motivation</td>
<td>fluency development</td>
</tr>
<tr>
<td>to write</td>
<td>• High-frequency word practice</td>
</tr>
<tr>
<td>• Listening</td>
<td>• Scaffolded instruction with teacher and</td>
</tr>
<tr>
<td>• Speaking</td>
<td>student modeling</td>
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<tr>
<td></td>
<td>• Teacher Read Alouds</td>
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<td></td>
<td>• Explicit Comprehension instruction</td>
</tr>
<tr>
<td></td>
<td>• Vocabulary skills lessons</td>
</tr>
<tr>
<td></td>
<td>• Spelling and phonics lessons that match</td>
</tr>
<tr>
<td></td>
<td>• Weekly writing skills activities</td>
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<tr>
<td></td>
<td>• Internet reading and writing activities</td>
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<tr>
<td></td>
<td>• Quality literature</td>
</tr>
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<td></td>
<td>• Paired content-area reading selections</td>
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<tr>
<td></td>
<td>• Genre studies</td>
</tr>
<tr>
<td></td>
<td>• Student writing models</td>
</tr>
</tbody>
</table>
### New York State Early Literacy Competencies

| Grade 3 | **Reading:** Decoding including phonics and structural analysis; fluency; background knowledge and vocabulary development; comprehension strategies; and motivation to read |
| Grade 3 | **Writing:** Print awareness; spelling; handwriting; composition; motivation to write |
| Grade 3 | **Listening** |
| Grade 3 | **Speaking** |

| Grade 3 | **Systematic and explicit phonics instruction** |
| Grade 3 | **Explicit structural analysis instruction** |
| Grade 3 | **Reader’s Libraries** |
| Grade 3 | **Application of learned skills and fluency development** |
| Grade 3 | **Critical thinking questions** |
| Grade 3 | **Teacher Read Alouds** |
| Grade 3 | **Explicit Comprehension instruction** |
| Grade 3 | **Vocabulary skills lessons** |
| Grade 3 | **Spelling and phonics lessons that match** |
| Grade 3 | **Weekly writing skills activities** |
| Grade 3 | **Internet reading and writing activities** |
| Grade 3 | **Quality literature** |
| Grade 3 | **Paired content area reading selections** |
| Grade 3 | **Genre studies** |
| Grade 3 | **Student writing models** |

### Scoring Rubric

<table>
<thead>
<tr>
<th>School Narrative</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. School Staffing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>II. Statement of Need</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>III. Professional development</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>IV. Evidence-based practices</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>V. Partnerships</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>VI. Coordination</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>VII. Timeline/Management</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>VIII. Evaluation</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
</tr>
</tbody>
</table>

| School Budget Summary | 0 | 4 | 8 | 12 | 16 |

**Scoring Rubric Key:**

A. Information is not provided
B. Response does not sufficiently convey an understanding of this requirement of *Reading for Results.*
C. Response conveys a limited understanding of this requirement of *Reading for Results.*
D. Response generally conveys understanding of this requirement of *Reading for Results.*
E. Response consistently conveys a comprehensive understanding of this requirement of *Reading for Results.*
II. School Checklist

_ District Component (see Appendix for more information)
  • Cover-page information
  • Signed assurances
  • District narrative
  • Budget narrative for the District Component
  • FS-10 for entire project (District and School) for year one
  • Coordination with Comprehensive School Reform Demonstration (CSRD) program: provide a roster of schools in the district that are implementing CSRD projects. Include year of implementation, model implemented, and project end date for those that have completed implementation.

_ School Component (one per school included):
  • Cover page per school – one page form included in this document
  • School narrative per school – follow instructions carefully; use model within this document
  • Budget narrative per school – follow instructions carefully; use model within this document

_ Submission Instructions - Submit one original and two copies postmarked by April 24, 2002 to:

Dr. James M. Gaughan
New York City School and Community Services
New York State Education Department
Room 375 EBA
Albany, NY 12234
For more information, contact jgaughan@mail.nysed.gov
## School Cover Page
(Duplicate for each participating school)

<table>
<thead>
<tr>
<th>Name of School</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Principal</td>
<td></td>
</tr>
<tr>
<td>Address:</td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td></td>
</tr>
<tr>
<td>Fax</td>
<td></td>
</tr>
</tbody>
</table>

| Name of Program Contact (if different from principal) |  |
| Address |  |
| Email |  |
| Phone |  |
| Fax |  |

Total amount of LRI funding for which this school is applying: _$_____________
III. Writing the Proposal

A. Tips and Ideas for Writing the Proposal

1. Contact your state and local grant office
   The contacts in each of these offices are there to help and welcome your call. They can clarify details about available grants for you and assist you with due dates, applications and pertinent information related to the requirements of the grant.

2. Read the instructions thoroughly
   It may sound like a given, but this is the primary reason why many grants don’t get funded. People just don’t follow the directions. Make a checklist, and check it twice!

3. Create a timeline
   Working backward from the due date, create a list of all the important tasks you must complete, when they need to be done, and who will do them. Remember, about 40% of your time is writing the grant. Use the remaining time wisely to plan and gather research and data to support your project.

4. Don’t rush!
   This goes hand in hand with the timeline. Proper planning will keep you from the night-before-its-due marathon!

5. Market yourself
   Sell don’t tell. Show enthusiasm for your project as you write the proposal. Remember, if you don’t like your project, nobody else will either.

6. Demonstrate management skills
   Be certain to spell out the “who, what and when” of how the project will be managed. Mention names and positions, dates and times, etc.

7. Know your budget
   Think through everything (personnel, materials, travel, etc.) and be realistic. Be certain that what you are asking for is within the limits of the funding source. Remember - the budget can make or break your chances for funding.

8. Give thought to “cooperation”
   Whenever possible utilize and reference other funding sources. Many grants require it, but most grantors like to see that you are utilizing other resources for your project.

9. PROVE IT
   Make your case for your project and prove it, whenever possible with research that backs up your plan. ERIC is a great source to support your writing. http://www.ed.gov/pubs/pubdb.html

10. Brevity is the soul of wit
    Be brief and to the point in your writing. Grant readers don’t want to wade through extraneous information.
B. SCHOOL NARRATIVE Review these important requirements before you write:

- Maximum of 25 pages, 12 point Times Roman font, one inch margins, single
  Spaced paragraphs with double spacing between paragraphs. Appendices and additional
  pages will not be reviewed.
- Strategies for ongoing and sustained professional development in reading and
  language arts and improving school and classroom implementation of evidence-based
  practices – review the requirements of Tier I, II, III in the RFP.
- Evidence-based reading and language arts practice that includes selection and
  implementation of instructional materials, assessments/diagnostics, strategies, transition
  programs and interventions that are aligned.
- Partnership with at least one family literacy and/or early childhood provider and as well
  as community based organizations.

C. 1. School Staffing (Maximum 1 Point)

- Identify the school staff, including at least one teacher selected by the teachers’
  collective bargaining organization, who will be responsible for the implementation of the
  proposed Reading for Results project. These individuals or staff members must be part
  of the application writing team.

- Describe the criteria and process for selecting the school’s Reading for Results
  coordinator; if known, identify the person who will serve in this capacity.

Consider this:
The school must select teachers based on the requirements above – be sure to
include specific skills and educational background of the teachers being selected.
Suggestions for the criteria in selecting the Reading for Results Coordinator:
knowledge of scientific research-based methods of instructional practice, materials,
assessment and professional development including background/understanding of
the 6 dimensions of reading. Educational qualifications as well as job experiences
should be included.

2. Statement of Need (Maximum 8 points)

- Provide a brief overview of the need for Reading for Results funding in the school.
  Relate need to data on student achievement in reading and reading teaching
  effectiveness.

- Identify the needs assessment process that was used/is being used to analyze the current
  early reading program strengths and gaps (see, for example, Simmons & Kame’enui,
  n.d.).

- Identify the approaches or materials currently being used in the school and the extent to
  which they have been successful in improving student achievement.

- Consider including Teacher input (observations, anecdotal records, reflection, student
  work, and parental input)
• Valid, reliable, norm-referenced or criterion referenced instruments that measure emergent literacy or overall reading abilities

• Informal diagnostic measures

**Consider this:**

1. Assessment processes used: Teacher input (observations, anecdotal records, reflection, student work, parental input); valid, reliable, norm-referenced or criterion referenced instruments that measure reading abilities; and informal diagnostic measure.

2. Focus on needs of all students with consideration to ethnicity, diverse learning styles, limited English proficiency, etc.

3. Cite sources of data and information on the reading skills of students in the program as well as the results of standardized tests.

4. Incorporate what is working and what is not.

_Houghton Mifflin Reading_ provides diagnostic as well as formal and informal ongoing assessment tools within the program to support teachers and students. See longer description in #4.

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**3. Ongoing and Sustained Professional Development in Early Reading and Language Arts (Maximum 20 points)**

• Discuss how the school and its Reading for Results coordinator will implement school-based professional development.

• Describe how professional development will be based on scientifically-based reading research. Professional development must also be consistent with the newly enacted New York State Professional Development Plan Regulations, developed in concert with the teachers’ elected leadership, and updated annually with their input.

• Identify school leadership who will attend Tier I training, will work with the district as required for Tier II training, and will oversee all aspects of Tier III training.

• Discuss the procedures that the district will use to contract with one or more “certified” professional development provider. Describe the role of this “certified” professional development provider during Tier III.

• Propose a schedule of monthly staff meetings for Tier III professional development, including possible agenda topics related to scientifically-based reading research and evidence-based practices. Such scheduling should also include early childhood educators in pre-kindergarten and community-based organizations.

• Discuss the Reading for Results coordinator’s responsibilities for organizing a school-based peer coaching and mentoring plan (in consultation with teachers selected by their
collective bargaining organization) that provides support in implementing effective practices.

- Suggest a tentative timeline for school-based Tier III professional development activities.

Houghton Mifflin Company is committed to ensuring a successful implementation and continuing support of Houghton Mifflin Products. Upon adoption of *Houghton Mifflin Reading* our staff will meet with district personnel to develop a comprehensive professional development program designed specifically to meet the needs of your school and within the time frames you require.

The plan provides for extensive training in the implementation of *Houghton Mifflin Reading* during the summer of 2002, with ongoing professional training that will continue the education of teachers in the area of pedagogy and related scientifically research-based practices in explicit and systematic instruction, including phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction. Our mission will be to work with districts to form a cohesive plan that includes all levels of school and district personnel within the framework of a consistent schedule, and involves understanding theory and rationale, observing the instructional model in action, practicing with colleagues, and direct classroom implementation with feedback. We will also work to assist your district and schools in building capacity for ongoing professional development, including developing resource trainers and literacy coaches as well as support for parents and volunteers.

*Houghton Mifflin Reading* program senior authors Dr. J. David Cooper and Dr. Jack Pikulski along with program authors Patricia Ackerman, Kathryn Au, Claude Goldenberg, David Chard, Marjorie Lipson, Shane Templeton, Susan Page, Sheila Valencia and MaryEllen Vogt are nationally recognized experts in reading/language arts instruction and are available to work with school districts in the implementation of research-based practices. In addition, our educational consultants have teaching experience across the grade levels and have extensive experience in implementing successful reading/language arts programs in large and small districts including Orlando, Florida; Detroit, Michigan; Milwaukee, Wisconsin and the District of Columbia. They will be scheduled by mutual agreement to provide the New York State public schools with assistance throughout the course of the adoption.

Houghton Mifflin has based its professional development plan on experiences with schools who were part of the *Houghton Mifflin Reading* research studies, the Learning First Alliance *Every Child Reading: A Professional Development Guide*, and The American Federation of Teachers *Reading IS Rocket Science*.

*Please see the attached staff development proposal for an in depth orientation into the types of workshops and suggested plan.*
4. Evidence-Based Reading and Language Arts Practices (Maximum 20 points)

- Discuss how the school and its Reading for Results coordinator will implement evidence-based practices.

Consider this:
You must address how the school will align curriculum/instruction, assessment, professional development and the core instructional materials. You must include evidence-based practices and show that the program works.

Houghton Mifflin Reading ensures the school is implementing a program based on evidence-based practices that are proven to work with a variety of children in many different settings. The theory behind the foundation of the program is based on solid scientific-based research practices. There is evidence that the program works through studies using experimental and control groups using standardized tests that have proven reliable. Gains have been sustained for more than 3 years through independent evaluation. Houghton Mifflin Reading is replicable, as it has been proven to be effective in a wide variety of schools and with many types of students.

Houghton Mifflin builds on the research base synthesized by scholars whose works have been subject to peer review and widespread scrutiny by national panels that have broad representation of respected scholars including J. Chall, Learning to Read: The Great Debate; R.C. Anderson, E.H. Hiebert & I.A.G. Wilkinson, Becoming a Nation of Readers, M.J. Adams, Beginning to Read: Thinking and Learning About Print; C.E. Snow, M.S. Burns & P.G. Griffin, Preventing Reading Difficulties in Young Children; Learning First Alliance, Every Child Reading: An Action Plan; and E. H. Hiebert, P.D. Pearson, B.M. Taylor, V. Richardson and S.G. Paris, Every Child a Reader and the National Reading Panel Report. The synthesis of this combined research resulted in The Framework for Houghton Mifflin Reading as follows:

- Foundations for Learning – oral language, knowledge of letter names, phonological/phonemic awareness, and concepts of print
- Decoding Skills – phonics/sequential decoding and instant word recognition
- Fluency
- Texts for Reading Instruction
- Developing Reading Comprehension – vocabulary and background knowledge and strategic reading
- Writing, Spelling, and Grammar
- Motivation, Independent Reading and Writing, and Home Connections

Between June and November 1998, Houghton Mifflin sought the expertise of Dr. Susan Neuman and Dr. Ed Kame’enui in addition to many of the program authors listed below for a 2-day symposia of research implications for program development. In addition Houghton met with NCITE to study and review the implications for a research-based program and gathered recommendations from Dr. Doug Carnine, Dr. Ed Kame’enui and Dr. Deborah Simmons, two of whom authored the Consumer Guide to Evaluating a Core Reading Program. The primary authorship team of Houghton Mifflin Reading consists of Senior Authors J. David Cooper and John J. Pikulski, and authors Patricia Ackerman, Kathryn Au, David Chard, Gilbert Garcia, Claude Goldenberg, Marjorie Y. Lipson, Susan Page, Shane Templeton, Sheila Valencia and MaryEllen Vogt. All of these authors are noted for their extensive research in reading and are responsible for the instructional approach, selection of literature, assessment, etc. based on their specific areas of expertise.
Houghton Mifflin has participated in multiple studies undertaken to evaluate the effectiveness of its reading program in helping students learn to read. The results of four of these efficacy studies are summarized in the report *Scientific Research Base and Program Efficacy, Executive Summary* and in more detail in the Scientific-based Reading Research Binder that includes both Academic Research as well as Efficacy Studies. The NICHD Early Interventions Project began a 5-year study in September 1997, in Washington, D.C., to study the effects of different aspects of reading performance of 880 students in 9 schools from kindergarten through fourth grade. Six of the schools used Houghton Mifflin's reading program while three used another published program. Many of the school sites were targeted assistance schools with a history of low achievement. As part of the study design, Houghton Mifflin responded to the needs of teachers and students at the user sites, making changes to program content to address the growing body of reliable, replicable research. The result was the development of *Houghton Mifflin Reading*, which was introduced and included in the last years of the study. At the beginning and end of the year, children were tested on the Woodcock-Johnson Reading Test, the K-TEA Spelling Test, and the Gray Oral Reading Test. In addition, children were evaluated several times during the year informally, and administered the formal Stanford 9 Achievement (SAT 9) test once each year. While the findings of the NICHD study have not been published, the results of the SAT 9 were gathered from the Houghton Mifflin schools. Within the first year, students showed significant growth with as much as a 30% increase in the percentage of students scoring Basic or Above on the reading portion of the SAT 9. Between 1997-2001, all six (6) Houghton Mifflin schools showed an average increase of 17.2 percentage points in the percentage of students achieving Basic and Above compared to 5.0 percentage points for the other schools participating in the study. During the period of the study, the remaining schools using the Houghton Mifflin reading program saw an average gain of 10.9 percentage points. The NICHD Early Interventions Project was a 5-year study conducted by the National Institute of Child Health and Human Development and the formal publication of the results will be forthcoming. The implementation requirements included the use of the core instructional plan, a 2 hour block of instruction time, and ongoing professional development. However, notable gains were also found in the other Washington, D.C., schools not provided with the same ongoing professional development (10.9% as compared to 17.2%). The other studies mentioned above have been ongoing for one to two years.

Positive preliminary results are being obtained from an independent two-year study of the effectiveness of *Houghton Mifflin Reading* contracted in 2000 through Abt Associates, a public policy research and consulting firm based in Cambridge, Massachusetts, with 10,030 students in a major urban school district located in the Midwest. In addition, in a third study, Houghton Mifflin began tracking the results of 59 schools located in Colorado, Michigan, Ohio, and Wisconsin beginning in the 2000-2001 school year. The 59 schools mentioned in the third study are located in Colorado, Michigan, Ohio and Wisconsin and represent mostly suburban or urban schools, although a small number of rural schools are included. The socioeconomic make-up is skewed to the low to lower-middle end of the spectrum. About half of the districts have significant populations qualifying as Title I. The composition of students in these schools ranges from 29% Caucasian to 97% Caucasian,
with dominant minority populations of Hispanic and African American students. The percentage of limited English proficiency tends to be low overall, with the exception of one large urban district where 20% of students are LEP. All sites are being independently evaluated.

*Houghton Mifflin Reading* fully supports the **six dimensions** of reading through explicit and systematic instruction in phonemic awareness and phonics, fluency, vocabulary, comprehension, and a motivation to read.

**PHONEMIC AWARENESS/PHONOLOGICAL AWARENESS:** Starting at kindergarten, *Houghton Mifflin Reading* provides research-based materials, activities, and instruction designed to systematically develop phonemic awareness and phonics through a carefully constructed scope and sequence that supports all students’ learning. Kindergarten instruction includes: identifying and producing rhyme, identifying and producing beginning sounds, identifying syllables in spoken words, identifying and blending onsets and rimes, blending and segmenting phonemes. Explicit instruction clearly identifies sounds, and provides multiple exemplars for teacher led practice. Lessons provide a model of what research has confirmed to be critical attributes of effective phonemic awareness instruction.

Brief, daily phonemic awareness activities are provided in the opening Daily Routines, K-1. These activities include identifying and producing rhyming words, listening for the same beginning sound and segmenting beginning sounds. Additionally, at K, a phonemic awareness lesson (large or small group) is provided each week that leads the way to the related phonics skill lesson. Phonemic awareness introduces each phonics lesson in Gr. 1-2. Each phonemic awareness lesson introduces a letter sound, includes a riddle using the sound, a picture representing the sound, and an audiotape of a song using the sound. Alphafriend characters are one resource used to develop phonemic awareness and phonics skills. Listening activities are part of the phonemic awareness lessons in K. Additional support for English language learners is provided each day that are built around a “preteach/reteach” model. An extra support lesson is provided for those children who need more work with phonemic awareness, also built around a daily “preteach/reteach” model. These lessons can be used with small groups or with individual students. These phonemic awareness activities connect and support the phonics lessons that are taught during the week.

**PHONICS & WORD RECOGNITION:** *Houghton Mifflin Reading* ensures that explicit and systematic phonics instruction starts in Kindergarten and continues through grade 6. *Houghton Mifflin Reading* uses a consistent six-step instructional model beginning with: 1) phonemic awareness, 2) connecting sounds to letters, 3) blending, 4) connecting sounds to spelling and writing 5) learning high-frequency words, and 6) applying phonics skills and high-frequency words in real text and through writing. At all grade levels, students use a systematic decoding strategy that focuses first blending the letter sounds and word parts then ending with self-monitoring of asking themselves if it is a word they know that makes sense in the sentence. These and other powerful phonics strategies, supported by student/teacher modeling, and decodable text, move students from basic decoding to independent reading. Concept of print lessons are included that ensure students have the basic knowledge of how print and books “work.”
Students have the opportunity to practice and apply phonics skills through shared, interactive, and independent writing in Kindergarten and daily writing activities in grades 1-2. Blending routines (K-2) and sound spelling cards (1-2) reinforce the phonics instruction and provide an alignment of phonics and spelling in grades 1-2. The phonics skills are reinforced in each weekly spelling list from Gr. 1-6. Application of learned skills and fluency development are further facilitated through practice with the Anthology stories, Word and Picture books (K), Phonics Libraries (application and cumulative practice K-2), On My Way Practice Readers (K-2) and I Love Reading Books(1-2). Repeated readings of decodable texts builds accuracy and speed with the end result being strong fluency. The Practice Workbook and I Love Reading books (grades 1-2) provide application and direct practice with each phoneme taught. Day 5 in the K-1 lesson plans provides a focus of revisiting, reviewing and assessing the weekly skill work.

High frequency vocabulary is explicitly taught in K-2 with activities such as the Word Pattern Board providing support for the internalization and use of high frequency words. Students also have opportunities to independently read appropriate texts to build fluency. Phonics instruction continues in the intermediate grade levels with Decoding Longer Words Lessons. These teach, practice, and apply lessons focus on structural analysis. Phonics review is included with each lesson. Additional reinforcement is provided both in the Practice Book, but also in the weekly spelling list which focuses on the same pattern as the phonics skill lesson.

Intervention is provided in *Houghton Mifflin Reading* through Reteaching lessons in the Teacher’s Edition and lessons in the Extra Support Handbook and the Handbook for English Language. Lexia Phonics software offers the teacher an opportunity to diagnose student needs and customize support. A supplemental reading intervention program, *Reading Intervention for Early Success* (grades 1-2) supports phonemic awareness, phonics/decoding and reading fluency for students who need more instructional time.

**FLUENCY:** Fluency, the ability to read words easily and effortlessly, develops through the learning of sequential decoding and the reading and rereading of appropriately challenging texts. In *Houghton Mifflin Reading* a variety of activities and resources support reading fluency: daily independent reading, audiotapes of big books and anthology selections, rereading familiar text, support for reading at home (Home/Community Handbook), partner reading, and teacher supported reading. Theme Paperbacks are leveled (easy, on level, and challenge) to provide appropriate materials for developing reading fluency. The Phonics Library (K-2), On My Way Practice Readers (K-2), I Love Reading Books (1-2), Word and Picture Books (K), and the Reader’s Library (3-6) provide additional practice for fluency and accuracy. Suggestions are provided daily for fluency building with students who require extra support, on level or challenge activities.

**VOCABULARY:** Vocabulary knowledge and reading achievement are reciprocally related. In *Houghton Mifflin Reading* materials are designed so that children are taught the relevant vocabulary BEFORE reading, DURING reading, and AFTER reading. Regular Teacher Read Alouds and Daily Independent Reading support vocabulary development as students are exposed to a wide variety of literature. Writing lessons and
Reading -Writing Workshops provide students the opportunity to use and apply vocabulary on a regular basis. Vocabulary speed drills, spiral reviews, word pattern board activities, instructional transparencies, and special Expanding Your Vocabulary/Challenge lessons ensure that students are enlarging their vocabularies. In addition, oral vocabulary is developed within each anthology selection through discussion. Three levels of trade book literature easy, on level, and challenging are provided with each theme, allowing ALL students to have rich language experiences. Content-area vocabulary is provided in each content area reading link following the core anthology selection.

Get Set to Read is a feature in the student Anthology at all grade levels that introduces key vocabulary with strong graphic support in addition to context sentences prior to each selection. Additional support is provided in the Teacher’s Edition, Instructional Transparencies and Charts, and the student Practice Book. Computer software is available which utilizes an audio reading of a story summary in English or Spanish, with highlighted vocabulary being defined in the software’s glossary. In K-2 the Phonics Library and On My Way Practice Books as well as short stories on Instruction Transparencies/Charts and copying masters provide young students numerous exposures to the new vocabulary. Vocabulary is constantly recycled in subsequent selections. In 3-6, the Reader’s Library books provide continued reinforcement of high frequency vocabulary and words that apply instruction from phonics and decoding longer words lessons. Additional exposure is provided through the Instructional transparencies and blackline masters as well as the Practice Book pages.

In addition to the direct instruction in the selection vocabulary, vocabulary skill lessons expand vocabulary by providing instruction and practice for homophones, synonyms, multiple-meaning words, antonyms, compound words, words from other languages, using the dictionary and Thesaurus. Additionally, the weekly spelling instruction contains vocabulary, and there are Extra Support, English Language Learner, and Challenge activities for each lesson plan.

**COMPREHENSION:** Comprehension instruction begins at kindergarten in *Houghton Mifflin Reading* and progresses explicitly and systematically throughout the grade levels to prepare students to be lifelong readers and to be successful with grade-level testing. Students are guided through a gradual scaffolded release from strong teacher modeling, to working together as a group to model (teacher-student), and finally to a demonstration of independence in student modeling.

Comprehension instruction is very explicit and systematic in *Houghton Mifflin Reading* beginning with the Teacher Read Aloud. Students are directed to listen for the focus comprehension skill or strategy and discuss with the teacher. Before reading the selection, students participate in a strategy and skill focus lesson that includes teacher modeling of the comprehension skill/strategy (tested skill), focus question, and purpose setting. Graphic organizers, instructional transparencies are always part of this instruction. During the reading of the selection, prompts for teacher modeling, student/teacher modeling, and student modeling of the comprehension strategy are provided. All comprehension skills and strategies are clearly identified for the teacher. Responding
questions are included in the Anthology at the end of the selection, comprehension checks appear in the Teacher’s Edition, and selection quizzes are provided in the Teacher’s Resource Book. Following the selection, another comprehension lesson on the focus skill/strategy using the ‘Teach, Practice, and Apply’ model reinforces learning. It is supported with instructional transparencies, graphic organizers, and practice book application.

_Houghton Mifflin Reading_ addresses all seven categories of comprehension (monitoring, cooperative learning, use of graphic organizers, question answering, question generating, story structure and summarization) very thoroughly. Graphic organizers are used for every single lesson plan. The strategies of monitoring, questioning, summarizing narrative and expository (reciprocal teaching) are included with an instructional model that provides for teacher modeling, teacher-student interaction, and student modeling. There are frequent opportunities for students to answer teacher posed questions. Story structure is used throughout as one element of summarizing narrative selections. Each major selection is followed by a content-area link in science, social studies, etc., which includes both vocabulary and comprehension instruction in order to provide context within that specific academic area. The Reader’s Cards, Gr. 3-6, found in the Teacher’s Resource Book provide structure and focus for small group discussions.

Comprehension intervention is provided in the reteaching lessons in the Teacher’s Edition, the Extra Support Handbook and the Handbook for English Language Learners. The supplemental reading intervention program, _Soar to Success_ (grades 3-8), develops comprehension through reciprocal teaching. Challenge activities are located in the Teacher’s Edition and the Challenge Handbook.

**MOTIVATION TO READ:** Houghton Mifflin Reading creates an exciting literate atmosphere at the launch of every theme in order to promote and support reading and writing. The variety of compelling fiction and non fiction stories makes sure there is something for every level of interest. It offers teachers research-based instructional materials, suggestions, and guidelines for a print-rich classroom environment. It also provides a variety of literature in differing formats (chapter books, anthology, decodable readers, etc.) that is interesting and motivational to students at every ability level and grade level. The “universal access” features within the teaching plan equip every teacher with a means to meet students individual needs. When students achieve success, they are also motivated to read.

Further, Houghton Mifflin supports the alignment of _Assessment_ through the varied and ongoing evaluation instruments provided. Assessment of phonemic awareness and phonics is conducted through the Emerging Literacy Survey (K-1), Phonics/Decoding Screening Test (1-6), Leveled Reading Passages Assessment (K-6), and the observation checklists in the Teacher’s Assessment Handbook. Assessment of phonics is ongoing through daily Diagnostic checks that offer direction for additional support, the Spiral Reviews, Theme Skills Tests, the Integrated Theme Tests, Phonics/Decoding Screening Test, Emerging Literacy Survey, and Lexia Quick Phonics Assessment. Gr. 1 teachers can also use the Get Set to Read feature in the student anthology as a quick check to see if students have the knowledge of the previously taught phonics and
Provide ample evidence that the program plan stresses high academic standards for all children, including English language learners and reflects an understanding of the New York State’s Early Literacy Guide, Prekindergarten – Grade 3.

Consider this:
Discuss how your plan will measure academic achievement and ensure high standards and what modifications will be made in the instruction of children who struggle to achieve. Note information in the narrative above.

Houghton Mifflin Reading provides support for all children, including English Language Learners through Universal Access features in the Teacher’s Edition as well as the ELL and Extra Support Handbooks. Two additional interventions in addition to regular classroom instruction align with the core – Early Success (supports additional decoding and fluency in conjunction with the scope and sequence of the core) and Soar to Success (supports fluency and comprehension instruction through the reinforcement of reciprocal teaching strategies). These interventions are provided within 30-40 additional minutes of instruction and are also proven successful through studies conducted independent of Houghton Mifflin.
• Show evidence in the program plan of the use of data to evaluate and drive instruction and describe the involvement of families in their children’s education.

Consider this:

• Evaluate what assessments are currently in use and how effective they are at assisting teachers with information to support instruction;

• Determine what new assessment you will need to employ to ensure this process;

• Provide a means for parents to support reading instruction at home or through volunteering at school. Include ideas for providing parents with the means and tools to be involved.

_Houghton Mifflin Reading_ contains multiple assessment tools to assist teachers in evaluating student progress and determine instructional need. Baseline tests provide an understanding of the amount of support a student will need for instruction; Lexia Phonics acts in a diagnostic and prescriptive function to support phonics instruction; the Emerging Literacy Survey assists teachers in identifying areas of strength and need/intervention related to phonemic awareness, phonics, word recognition and writing, sentence dictation; Leveled Reading Passages Assessment Kit can determine reading level and instructional needs; Many informal assessments provide ongoing support, including Diagnostic Checks, Reading Checks, Comprehension Checks, etc. The Learner Profile CD Rom aligns the state's standard with student information so additional interventions may be employed. Parents can benefit from Learner Profile reports providing information on their child’s progress. The Home/Community Connection, Eduplace.com and ideas found at point of use in the Teacher’s Edition offer teachers ways of communicating strategies and activities to parents that will support their children’s learning.

• Discuss proposed use of _Reading for Results_ funds to purchase new materials, approaches, or programs. Specifically discuss the identified gaps in the school’s current needs assessment related to the six dimensions of reading which have led to the decision to purchase the specified materials with _Reading for Results_ funds. Indicate how the purchase of new materials will affect student achievement in reading. Indicate how technology will be used as part of evidence-based instructional materials.

Consider this:

• _Houghton Mifflin Reading_ will ensure thorough treatment of the six dimensions of reading. The program has been proven to raise reading scores of children who have used it (see previous narrative).

• _Intervention for Early Success_ is an intervention program aligned with _Houghton Mifflin Reading_'s phonics scope and sequence and is designed for struggling readers in grades 1 and 2. It was developed to provide teachers with literature and teaching strategies that are utilized in addition to regular classroom instruction. The focus is on developing phonics and fluency skills in order to accelerate learning thus providing children more time and opportunity to
achieve. It is based on Barbara M. Taylor’s *Early Intervention in Reading Program* (EIR), with research and development spanning more than 12 years, as well as the work of Patricia Cunningham (Working with Words) and J. David Cooper and J. Pikulski (Early Intervention Research and Practices).

- *Soar to Success* is an intervention program aligned with *Houghton Mifflin Reading*’s reciprocal teaching comprehension strand and is designed for struggling readers in grades 3-8. It was developed to provide teachers with literature and teaching strategies that are in addition to the regular classroom instruction. The focus is on developing fluency, comprehension and strategies for decoding longer words in an accelerated manner so that students can quickly achieve grade-level reading. It is based on the work of J. David Cooper’s *Project Success* model, with research and efficacy studies spanning more than 7 years.

- Technology in *Houghton Mifflin Reading* is aligned and integrated with the core instruction. It includes Accelerated Reader™ program to develop fluency and comprehension; Curious George Phonics® and Spelling to assist with phonics support; Lexia Phonics and Assessment to diagnose and prescribe phonics instruction; Get Set for Reading provides background building, vocabulary development and support for comprehension; and the Learner Profile continuously updates student progress and informs the teacher as well as parent. Eduplace.com supports student learning at home and offers activities to motivate and enhance learning.

- Identify the classroom screening, diagnostic, and progress monitoring assessments that will be used, including how staff will be trained to administer assessments and use data for instruction. Indicate rationale for assessment choices in the context of instructional interventions.

*Consider this:*

Include Houghton Mifflin assessments and diagnostic tools in addition to those the school and district uses.

*Houghton Mifflin Reading* provides diagnostic as well as formal and informal ongoing assessment tools within the program to support teachers and students. (See previous considerations in narrative above) The Teacher’s Guide and Assessment Handbook offers a rationale for the assessment choices provided and offers information to guide interventions. The Extra Support and ELL Handbook further support assessment of instructional interventions as does the assessments found within *Early Success* and *Soar to Success* Intervention programs. Houghton Mifflin includes training in the administration of assessments and how to use them to drive instruction.
• Discuss the school’s plan for providing intensive interventions for struggling readers including kindergarten transition to first grade, tutoring for grades 1-3, and support for English language learners. Consideration to strengthening pre-kindergarten programs so that they are prepared for kindergarten should be addressed. The continuity between pre-k to grade 3 grade levels should also be considered. Discuss strategies or approaches that will be used with students who are receiving tutorial interventions during the school day because they need additional support, students who are at risk of being referred to special education because of reading difficulties, or students who have been evaluated for special education services but have not been identified as being children with disabilities.

**Consider this:**

- Allow time during small group instruction for intervention strategies to be employed and individual needs to be met
- Allow for additional time (30-40 minutes a day) for intervention programs for those students who have the most need in addition to the regular reading curriculum. Show how this time will be carved out and how students will be selected and teachers trained.
- Employ the use of parent and community volunteers in an after school or before school program that offers intervention for students who have need.
- Keep the idea in mind that the Department of Education is interested in seeing a reduction in students referred to special education.

*Houghton Mifflin Reading* employs the use of multiple interventions within the Teacher’s Guide (read alouds, universal access notes, theme resources and projects) and student book (Get Set to Read) as well as the ELL and Extra Support Handbooks, leveled literature and decodable books for small-group reading, Classroom Management Handbook and a variety of technologies. *Houghton Mifflin Transitions* program offers an alternative for ELL students who have minimal language skills.

In addition, *Early Success* (1-2) and *Soar to Success* (3-8) provide a structured intervention program for students who need more time and instruction to develop as readers.

• Indicate how tutors will be trained, how teachers will monitor student progress during tutorial interventions, and how teachers will oversee the content and process of tutoring.

**Consider this:**

- See the timeline to incorporate training of tutors.
- *Houghton Mifflin Reading* Classroom Management Handbook offers ideas that may assist you in creating a manageable plan.
- Create checklists for teachers to make it easy for them to assess the progress of tutoring sessions.
• Indicate how parents will be kept informed of their children’s progress toward achieving reading competencies, and how parents will be involved in helping their students improve.

Consider this:

• Refer to Houghton Mifflin assessments including the Learner Profile to assist parents in understanding reading competencies and needs.

• Refer to the Home/School Involvement handbook for ideas that are infused within the program.

• Include the use of Eduplace.com for parents who have access to the internet.

• Provide information on family involvement and parent training events that will assist parents in teaching activities that support their children at home.

• Teach students to assess their own progress continually. Share your instructional goals and assessment criteria with students and their parents.

• Encourage parents to ask their children about the books being read. Ideally, parents will ask children to retell the stories. If appropriate, parents might work with children to establish goals and rewards to emphasize the parents’ support of the child’s efforts. Some of the recommended activities may include (1) Joint book reading (aloud) (2) Listening to child read aloud (3) Modeling desirable reading habits (4) Discussing books with child (5) Helping child write letters, grocery lists, phone messages, and other “real world” applications (6) Monitoring of homework and television watching (7) Establishing high expectations for children’s behavior and participation in reading (8) Supporting and encouraging children's progress in reading achievement (9) Visiting local library together.

5. Partnerships of Schools, Families, and Community Organizations (Maximum 12 points)

• Discuss how the school and its Reading for Results coordinator will establish collaborations with community-based organizations.

• Identify at least one family literacy partner and discuss the partnership with respect to the four core services of the Even Start model: interactive literacy between parents and their children, adult literacy, parent education, and early childhood education. Describe the school’s intention to include family literacy provider staff in its Tier III Reading for Results professional development programs.

• Identify at least one early childhood provider partner (e.g. Head Start) and discuss the nature of partnership. Describe the school’s intention to include early childhood education staff in its Tier III Reading for Results professional development programs. Such partnership should result in collaborations leading towards systemic coordination.

• Describe how the school will establish a formal mechanism for communication between prekindergarten programs that send children to particular kindergartens and between adjacent grades in elementary schools. Further describe how the school will use these mechanisms to share information about children’s readiness for the academic demands of each grade, prevention and intervention approaches, and materials that best prepare
- Discuss how the school will work with community-based organizations, including public libraries in order to improve reading and to provide programs that provide access to engaging reading material.

Consider this:

- Community Partnerships must show two-way communication, shared leadership to reflect the community’s strengths and shared goals and strategies.
- Working with employers to seek support of parent’s and other volunteers’ involvement as tutors and facilitators.
- Plan a process to recruit, train and sustain community volunteers
- Recruitment strategies might include asking influential community leaders to speak about the importance and responsibility to all citizens in the community; include them in experiences where they can view children enthusiastically involved in reading; create a compelling theme or image to show how literacy initiatives improve the community; invite individuals to participate in school events; train and utilize volunteers for tutoring.
- Report assessment results to the community.

_Houghton Mifflin Reading_ provides diagnostic as well as formal and informal ongoing assessment tools within the program to support teachers and students. (See previous considerations) The Teacher’s Guide and Assessment Handbook offers a rationale for the assessment choices provided and offers information to guide interventions. The Extra Support and ELL Handbook further support assessment of instructional interventions as does the assessments found within _Early Success_ and _Soar to Success_ Intervention programs. Houghton Mifflin includes training in the administration of assessments and how to use them to drive instruction. Successful tutoring programs across the country have employed the use of both _Early Success_ and _Soar to Success_, including the training of volunteers through Intervention Institutes sponsored by Houghton Mifflin.

6. Coordination (Maximum 8 points)

- Discuss how _Reading for Results_ projects will coordinate with other federal, state and local early reading improvement initiatives at the school level. For example, how will _Reading for Results_ professional development be coordinated through the district’s professional development plan, and how will it include the school’s partners.
- Indicate the value added that _Reading for Results_ will provide to existing initiatives.

Consider this:

- Align _Reading for Results_ with existing programs such as Title I and Professional Development initiatives
- Incorporate the scientific research-based and evidence-based practices into your entire reading curriculum and across multiple initiatives.
- Look at ways to integrate funding across programs so that monies are not being wasted.
Incorporate Houghton Mifflin into your school and district professional development plan as a partnership

7. Timeline and Management Plan (Maximum 8 points)

- Provide a timeline for 2002-2003 and 2003-2004 for the implementation of the school’s proposed *Reading for Results* activities.
- Identify the responsible individuals for each *Reading for Results* activity.

<table>
<thead>
<tr>
<th>Sample Timeline</th>
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<tbody>
<tr>
<td>Activity</td>
</tr>
<tr>
<td>Summer Institute for Teachers</td>
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<tr>
<td>Purchase materials for K-3</td>
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<tr>
<td>Start K-3 program</td>
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<tr>
<td>Recruit parents and other volunteers for tutoring and classroom support</td>
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<tr>
<td>Ongoing training for teachers</td>
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<tr>
<td>Train volunteers and paraprofessionals for tutoring</td>
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<tr>
<td>Refer first set of student participants to intervention</td>
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<tr>
<td>Assess student progress</td>
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<tr>
<td>Begin after school/before school tutoring program</td>
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<tr>
<td>Identify new student participants in intervention program – <em>Soar to Success</em></td>
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<tr>
<td>Identify students for summer intensive program</td>
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<tr>
<td>Submit mid-year evaluation of program progress</td>
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<tr>
<td>Follow-up training for parents and volunteers</td>
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<td>Parent support/education program</td>
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<td>Start K-3 program</td>
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<td>Mid-project report</td>
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<td>End of funded project</td>
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<td>Final report</td>
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8. Evaluation (Maximum 8 points)

- Describe how the district will evaluate changes in teaching effectiveness and student achievement in reading related to its *Reading for Results* project.

**Consider this:**

Indicators that will reflect or measure success of the project in terms of improved student performance, change in instructional practices, and overall school change.

- Participant reading performance
- Teacher instructional practices
- School performance in reading
- Number of volunteers and hours of participation
- Benefits to students, teachers, families and school climate
- Long term impact on school’s capacity to continue to model and train new staff.

**Relate how you will utilize assessments integrated into your project to affect change**

- What yearly progress expectations will need to be made?
- How will you use a variety of quantitative and qualitative data?
- Identify grade-level performance benchmarks. Also identify interim indicators and develop rubrics within and among grade levels to ensure greater consistency in assessment of student reading and writing and teacher performance.
- Create at least one district-wide assessment of use in identifying students who will need remediation in order to pass the state test.
- Conduct ongoing assessments that are based on the curriculum. Integrate assessments with instruction.
- Assess students’ use of spoken language and writing along with reading.
- Base reading and writing assessments on authentic situations.
- Create assessment tasks that require a variety of skills and use multiple indicators. Effective performance-based assessments measure what students can do in a broad knowledge area or skill.
- Use assessment to identify not only the strengths, but also the weaknesses of each student.
- Use assessments that are developmentally appropriate, fair, and free of bias.
- Accompany assessment (gathering information about student performance) with evaluation (using assessments to make decisions about what to do).
- Approach assessment systematically.
9. School Budget Summary (Maximum 16 points)

- Provide a budget narrative for the school component of the *Reading for Results* project including the school’s coordinated use of funds from all sources (e.g. *Reading for Results* and other federal, state and local early reading improvement initiatives) to address all required components of *Reading for Results*.

**Consider this:**

- List activities, staff development, purchases, and staff itemized in budget and link it to goals.
- Emphasize measures to improve efficiency and effectiveness.
- Clearly link financial resources, project activities, and results.
- Explain how you will blend funding where appropriate with other funded programs like Title I, Professional Development, etc.
- Permissible use of funds includes:
  - School-based *Reading for Results* Coordinator
  - Professional development costs including stipends and travel expenses for participants, substitutes for participants, providers’ fees, materials
  - Funded districts/schools must participate in three tier professional development systems
  - Evidence-based curriculum materials, approaches, early reading programs
  - Screening, diagnostic, and progress monitoring assessments
  - Programs that support transition of students from K-1, including Pre-K
  - Intensive interventions for struggling readers
  - Costs associated with forming and sustaining partnerships with at least one family literacy provider, one early childhood provider, and other community-based organization
  - Costs associated with required participation of classroom teachers and reading teachers on State-designated courses in reading and language arts;
  - Administrative costs of up to 5%; however, no indirect costs are allowed.

IV. Appendix
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<th>District Name</th>
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<td>Name of Program Contact</td>
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Statement of Assurances

As the Chief School Officer, I assure that the District and each participating school:

will participate in the State evaluation of *Reading for Results* and will provide all requested information in a timely manner

have actively participated in the development of the application

will include at least one teacher selected by the collective bargaining organization

will provide professional development for classroom teachers and other appropriate instructional staff on the teaching of reading based on scientifically-based reading research, including the use of one of the NYSED approved diagnostic assessments

will provide family literacy services based on programs such as the Even Start family literacy model authorized under Part B of Title I, to enable parents to be their child’s first and most important teacher

will carry out programs to assist kindergarten students who are not ready for the transition to first grade, particularly students experiencing difficulty with reading skills

will comply with Section 14503 of ESEA (Participation by Private School Children and Teachers). Potential grantees and subgrantees must consult with appropriate private school officials during the design and development of programs under REA on such issues as how the eligibility of private school children will be determined; how the children’s needs will be identified; what services will be offered; how and where the services will be provided; and how the services will be assessed.

will use supervised individuals, including tutors, trained in scientifically based reading research, to provide intensive interventions during the school day for students in kindergarten through grade three who are experiencing difficulty in reading

will provide intensive interventions for students who are at risk of being referred to special education based on these difficulties; or have been evaluated under Section 614 of the Individuals with Disabilities Education Act but, in accordance with Section 614(b)(5) of such Act, have not been identified as being a child with a disability (as defined in Section 602 of such Act).

On behalf of the applicant agency, I hereby apply for a Grant of federal funds to provide educational activities and services as set forth in this application.

I hereby certify that the information contained in this application is correct and in total compliance with appropriate Federal and State laws and regulations. The Board of Education has authorized me, as its representative, to file this application.

_______________________________________________        __________________________
Signature of Chief School Officer           Date

_______________________________________________        __________________________
Type/Print Name of Chief School Officer                                   District/BOCES
CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, “New Restrictions on Lobbying,” and 34 CFR Part 85, “Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants).” The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, “Disclosure Form to Report Lobbying,” in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE

(GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 –

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee’s workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee’s policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

______________________________________________
______________________________________________

Check [ ] if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

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<tr>
<th>NAME OF APPLICANT</th>
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| ED 80-0013 | 12/98 |

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