State Subgrants To Local Education Agencies

Houghton Mifflin Reading
Local Education Agency Application Assistance Guide

2002-2004
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Reading First Grants
Local Education Agency
Application Assistance Guide

This guide has been developed by Houghton Mifflin Company to provide local education agencies (schools and districts) with information on Houghton Mifflin Reading that is required to prepare a successful grant for the U.S. Department of Education Reading First subgrants from State Education Agencies. Each state will have a slightly different process, so this guide provides a general overview based on the application guidelines required for the state applications. Your state’s RFP will vary from this template.

Within this document you will find vital information on how Houghton Mifflin addresses the following requirements of the Reading First 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 5 essential of reading within the framework of academic and scientific research.

• **SCIENTIFIC RESEARCH-BASED PROFESSIONAL DEVELOPMENT** – Houghton Mifflin’s professional development plan is 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.

**ASSISTANCE GUIDE FORMAT**
This guide combines elements of the U.S. Department of Education Guidelines with examples of how to apply those elements. For the sake of clarity and ease of use,

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Reading First Icon" /></td>
<td>This icon will precede elements derived from the U.S. Department of Education Guidelines.</td>
</tr>
<tr>
<td><img src="image" alt="Examples Icon" /></td>
<td>This icon introduces Examples.</td>
</tr>
<tr>
<td><img src="image" alt="Houghton Mifflin Reading Icon" /></td>
<td>This icon will precede specific guidance for Houghton Mifflin Reading programs that meet this criteria.</td>
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</tbody>
</table>
FEDERAL GUIDELINES FOR READING FIRST

Every state must first apply for Reading First funds from the U.S. Department of Education, and then the states will “Subgrant” Reading First funds to Local Education Agencies (LEAs) based on the standards established by the federal government. Therefore, it is important for the LEAs to understand the guidelines by which states receive the Reading First Funds. The following is excerpted from the state’s applications for Reading First (italics added).

U.S. DEPARTMENT OF EDUCATION
STATE APPLICATION FOR READING FIRST

Introduction

The Reading First program focuses on putting proven methods of early reading instruction in classrooms. Through Reading First, States and districts will receive support to apply scientifically based reading research and the proven instructional and assessment tools consistent with this research to ensure that all children learn to read well by the end of third grade. The Reading First program will provide the necessary assistance to States and districts to establish research-based reading programs for students in kindergarten through third grade. Funds will also support a significant increase in professional development to ensure that all teachers have the skills they need to teach these reading programs effectively. Additionally, the program provides assistance to States and districts in preparing classroom teachers to screen, identify and eliminate reading barriers facing their students.

The Department will award funds for Reading First under the authority of Title I, Part B, Subpart I of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001. Congress appropriated $900 million for Reading First in fiscal year 2002. Funds are allotted to States by formula according to the proportion of children aged 5 to 17 who reside within the State and are from families with incomes below the poverty line. Funds become available for obligation on July 1, 2002 and remain available through September 30, 2004.

Each State educational agency (SEA) will award subgrants to eligible local educational agencies (LEAs) on a competitive basis. In order to fulfill the intent of the legislation – to ensure that every student can read at grade level or above by the end of third grade – an SEA should develop selection criteria that distinguish among the quality of programs and approaches proposed by applicants. SEAs should fund those proposals that show the most promise for raising student achievement and for successful implementation, particularly at the classroom level. Only programs that are based on scientifically based reading research are eligible for funding through Reading First. The amount awarded to each LEA must relate to the number or percentage of K-3 students in that LEA who are reading below grade level.
Components of Effective Reading Programs

Scientifically based reading research has identified five essential components of effective reading instruction. To ensure that children learn to read well, explicit and systematic instruction must be provided in these five areas:

1. **Phonemic Awareness** – the ability to hear, identify and manipulate the individual sounds – phonemes - in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.

2. **Phonics** – The understanding that there is a predictable relationship between phonemes—the sounds of spoken language – and graphemes, the letters and spellings that represents those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.

3. **Vocabulary Development** – Development of stored information about the meanings and pronunciation of words necessary for communication.

4. **Reading Fluency, including oral reading skills** – Fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.

5. **Reading Comprehension Strategies** – Strategies for understanding, remembering and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

An effective reading program is one that coherently integrates:

1. Screening, diagnostic and classroom-based **assessments** that are valid and reliable;

2. **Instructional programs and aligned materials** that include explicit and systematic instruction in the five essential components of reading instruction;

3. An aligned **professional development** plan; and

4. Dynamic **instructional leadership**.
State Education Agency Application Guidelines

The following section is an excerpt of the application guidelines for the state applications. This is useful to LEAs because it contains guidelines by which states must assess LEA applications for subgrants.

The Reading First Review Criteria provides guidance on criteria that expert panel reviewers will use to determine whether State applications meet the necessary standard for funding.

1. Improving Reading Instruction – The SEA’s includes the plan for subgranting Reading First funds to targeted LEAs and schools as well as providing statewide professional development based on scientifically based reading research. The application must specifically address the following:
   a. Current Reading Initiatives and Identified Gaps (including REA) – What initiatives (including Reading Excellence Act initiatives, where applicable) are currently in place in the State to improve K-3 reading achievement? What gaps exist in these initiatives, particularly in their relationship to scientifically based reading research?

   d. Selection Criteria for Awarding Subgrants
      i. Schools to be Served – How will the subgrant selection process evaluate the criteria LEAs use to identify schools to be served through Reading First, as well as LEAs’ capacity to support these schools?
      ii. Instructional Assessments – How will the subgrant selection process evaluate the screening, diagnostic and classroom-based instructional assessments that LEAs and schools will use, including the validity and reliability of these assessments?
      iii. Instructional Strategies and Programs – How will the subgrant selection process evaluate the instructional strategies and programs based on scientifically based reading research that LEAs and schools will use?
      iv. Instructional Materials – How will the subgrant selection process evaluate the instructional materials based on scientifically based reading research that LEAs and schools will use?
      v. Instructional Leadership – How will the subgrant selection process evaluate the instructional leadership that LEAs and schools will provide for their scientifically based reading programs?
      vi. District and School Based Professional Development – How will the subgrant selection process evaluate the professional development plan related to their scientifically based reading program that LEAs and schools will implement?
vii **District Based Technical Assistance** – How will the subgrant selection process evaluate the technical assistance LEAs will provide to participating schools relating to the implementation of Reading First?

viii **Evaluation Strategies** – How will the subgrant selection process evaluate the methods LEAs will use to assess the effectiveness of Reading First activities for the district as well as for individual participating schools? How will the subgrant selection process evaluate LEAs plans for using this outcome information to make decisions about continuation funding for participating schools?

ix **Access to Print Materials** – How will the subgrant selection process evaluate the programs and strategies LEAs and schools will use to provide student access to engaging reading materials?

x **Additional Criteria** – How will the subgrant selection process evaluate any additional uses of funds by LEAs and schools? What, if any, additional criteria will the SEA use in its subgrant selection process?

xi **Competitive Priorities** – How will the subgrant selection process apply the required competitive priority? What, if any, additional competitive priorities will the SEA use in its subgrant selection process?
LEA Application Guide

The following section provides examples of narrative that can be used to address the criterion established by the Reading First legislation. The examples are based on programs available through the Texas Reading Initiative because it contains numerous elements required in Reading First. It was not developed by the Texas Education Agency, but draws from public documents available on the Texas Education Agency website (www.tea.state.tx.us). To identify comparable resources in your own state, consult your state education agency’s website.

This sample is designed to illustrate the types of responses a district or school would make to the questions. It also demonstrates some format methods that facilitate a proposal review. One alternative for developing your response is to use the outline of this example and insert your similar responses after each question.

APPLICATION RESOURCE
EXAMPLE INTRODUCTION
COMMITMENT TO SCIENTIFICALLY BASED RESEARCH

District’s Commitment to Improve Reading Instruction

Readers Rule Independent School District (RRISD) has been working toward the use of scientifically based reading research to improve classroom reading instruction in the State since the implementation of the Texas Reading Initiative in January 1996. The Texas Reading Initiative was established as a Governor’s Office/Texas Education Agency Partnership with the goal of preparing all students to read on grade level by the end of Grade 3 and continue to read on grade level throughout their schooling.

RRISD’s rationale for a continuing commitment to use scientifically based research is simple, too many students do not read at grade level. Although there are many children who come to school ready to read, there is an ever growing population of children coming to our schools who have barely even seen a book, much less had the thousands of hours of lap reading, vocabulary building, and positive experiences with letters and sounds that are so essential to learning to read.

The scientific research of the past decade illuminates the need to provide a balanced and comprehensive reading program in our schools for every child - each and every child. RRISD is committed to meet this need by providing RESEARCH-BASED reading programs, supporting teachers and administrators when they evaluate reading programs or structure the reading program on their campus, and engaging all reading teachers in professional development based on scientifically based reading research. These measures will be implemented according to our site-based decision making plans and through collaborative efforts with institutions of higher education and regional assistance centers.
1a. Current Reading Initiatives and identified gaps
The U.S. Department of Education requires an exemplary application to “demonstrate a deep understanding of the scientific research of the essential components of reading instruction and connects this research to plans and activities for improving K-3 reading instruction”.

Each district must “provide a detailed description of current federal (including Reading Excellence Act), state, and local efforts in eligible Reading First LEAs and identify gaps in current initiatives and programmatic needs related to scientifically based reading research.”

### APPLICATION RESOURCE – EXAMPLE

The following table describes Readers Rule ISD’s current initiatives to improve K-3 reading achievement and gaps in our reading programs.

<table>
<thead>
<tr>
<th>Source of Support</th>
<th>Initiative</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Federal Programs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Excellence Act</td>
<td>REA emphasized the value of scientifically based reading research. Provided funding, materials support, and professional development to encourage teachers to work with their students on several components at a time, helping children to see the importance of these relationships.</td>
<td>Lack of adequate resources to reach all classrooms and to fully support all instruction. Only reached 15% of the district’s classrooms.</td>
</tr>
<tr>
<td><strong>State Programs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Governor’s Reading First</td>
<td>Reading First is a research-based initiative designed to support schools’ adoption of the twelve interrelated components of successful reading initiatives and eight features of classrooms and campuses that support effective beginning reading instruction.</td>
<td>One-year funding reached 68% of elem. teachers, but did not assist with sustainability and continuous professional development.</td>
</tr>
<tr>
<td>Accelerated Reading Instruction</td>
<td>RRISD used Accelerated Reader to phase in and implement early intervention programs to accelerate reading instruction for students identified as at-risk for reading difficulties, including dyslexia. RRISD used funds to: (1) Deliver high quality reading instruction as defined by the Texas Reading Initiative in Beginning Reading Instruction: Components of a Research-based Reading Program; (2) Assess and identify students who are at-risk for reading difficulties with reading assessments identified and provided on the Commissioner's List of Early Reading Diagnostic Instruments or other comprehensive research-based reading assessments selected by a district-level.</td>
<td>Only reaches highest risk students in grades K, 1, and 2. Does not reach 92% of students. Funding no longer available to address ongoing needs.</td>
</tr>
</tbody>
</table>
committee; and (3) Provide opportunities for students experiencing difficulties to engage in intensive, targeted, reading activities beyond the school's regular program of instruction.

<table>
<thead>
<tr>
<th>Teacher Reading Academies</th>
<th>State delivered academies provide systematic professional development in comprehensive reading instruction. They reflect the six major components of successful scientifically proven, comprehensive reading instruction - leadership development, diagnostic assessment, comprehensive curriculum and state standards, immediate intervention, on-going progress monitoring, and end-of-year student performance analysis.</th>
<th>Only 3 teachers have been able to attend these academies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Educational Service Centers</td>
<td>Assist teachers, principals, central office personnel, parents/guardians, and other community members in their roles as instructional leaders. These ESCs provide professional development, disseminate information and resources, and support teachers through field-support consultants.</td>
<td>20 ESCs serve 1200 school districts and the ESC personnel to constituent ratio makes it difficult for all schools, to receive sufficient support. Programs are very generic and do not address specific campus needs.</td>
</tr>
<tr>
<td>Local Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inservice</td>
<td>Teacher inservice provides systematic professional development in scientifically-based reading instruction. They reflect the six major components of successful scientifically proven, comprehensive reading instruction - leadership development, diagnostic assessment, comprehensive curriculum and state standards, immediate intervention, on-going progress monitoring, and end-of-year student performance analysis.</td>
<td>Current reading instruction materials are weak in phonemic awareness and comprehension; Teachers with less than 10-years of experience are not well prepared in phonemic instruction.</td>
</tr>
<tr>
<td>Drop Everything and Read</td>
<td>30 minutes of independent reading 3 days per week.</td>
<td></td>
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</tbody>
</table>

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The following is a narrative example of discussing gaps in the current program.

**Summary of gap in current initiatives** – lack of adequate resources to fully address needs of all students.

“Students who fall behind usually do not catch up or become fluent readers unless expensive, intensive help is available to them.”

(Torgensen, Wagner, Rashotte, 1997)

By reviewing current initiatives against student achievement data, it becomes clear that the current program has two gaps: Phonemic Awareness and Reading Comprehension Strategies. One reason for the gap in Phonemic Awareness is the limited emphasis placed on this component of reading instruction in the University teacher-education programs during most of the past 15 years. Many teachers have had little, if any instruction in research-based reading instructional strategies related to Phonemic Awareness. Additionally, teachers who completed college 20 or more years ago likely learned inappropriate (not **RESEARCH-BASED**) methods of phonemic instruction. This gap must be addressed through professional development, instructional materials, and the availability of models to demonstrate effective instructional strategies.

The gap in Reading Comprehension Strategies is largely related to limited reinforcement and practice of reading. While schools have largely increased the amount of instructional time devoted to reading, few students read out of school. This must be addressed through the availability of materials for home use and increased school/home collaboration.

The primary gap in the current initiatives is the sheer magnitude of effort required to reach 100% of our students and teachers in all schools. The efforts of the past six years have “turned the tide of thinking” so that every school administrator recognizes his or her accountability for providing research-based reading programs and for reaching every single student. What remains is to continue reaching into every classroom and serving every student - and to hold the course of the progress that has been made. This requires additional material development, additional professional development, additional assessment and reporting of what is working and what is not, and continued accountability at the district, school, and classroom levels.
IB. DEMONSTRATED UNDERSTANDING OF THE SCIENTIFIC RESEARCH OF THE ESSENTIAL COMPONENTS FOR READING INSTRUCTION.

An application must “demonstrate a deep understanding of the scientific research on the essential components of reading instruction and connect this research to plans and activities for improving K-3 reading instruction”.

AND

“Detail how scientifically based research will be applied to all local activities to improve reading instruction.”

APPLICATION RESOURCE – EXAMPLE

The following is an example to demonstrate an understanding of scientific research regarding research.

Readers Rule ISD has developed a deep understanding of the scientific research on the essential components of reading instruction while implementing the Reading Education Act and Governor’s Reading Initiative programs over the past six years. RRISD administrators and teachers have connected research to practice for the improvement of K-3 reading instruction. RRISD has worked at the district, campus, and classroom levels to implement twelve interrelated components of successful reading initiatives which are derived from scientifically based reading research and serve as a foundation for implementing the five components of Effective Reading Programs required in Reading First. The twelve components are listed below.

Twelve Essential Components of Research-based Programs for Beginning Reading Instruction (from Governor’s Reading Initiative)

1. Children have opportunities to expand their use and appreciation of oral language: Children’s comprehension of written language depends in large part upon their effective use and understanding of oral language.
2. Children have opportunities to expand their use and appreciation of printed language: Children’s appreciation and understanding of the purposes and functions of written language are essential to their motivation for learning to read.
3. Children have opportunities to hear good stories and informational books read aloud daily: Listening to and talking about books on a regular basis provides children with demonstrations of the benefits and pleasures of reading.
4. Children have opportunities to understand and manipulate the building blocks of spoken language: Children’s ability to think about individual words as a sequence of sounds (phonemes) is important to their learning how to read an alphabetic language.
5. Children have opportunities to learn about and manipulate the building blocks of written language: Knowledge of letters (graphonemes) leads to success with learning to read. This includes the use, purpose, and function of letters.
6. Children have opportunities to learn the relationship between the sounds of spoken language and the letters of written language: Effective instruction provides children with explicit and systematic teaching of sound-letter relationships in a sequence that permits the children to assimilate and apply what they are learning.
7. **Children have opportunities to learn decoding strategies:** Research indicates that good readers rely primarily on print rather than on pictures or context to help them identify familiar words, and also to figure out words they have not seen before. For this reason, it is important that children learn effective sounding-out strategies that will allow them to decode words they have never seen in print.

8. **Children have opportunities to write and relate their writing to spelling and reading:** Increasing children’s awareness of spelling patterns hastens their progress in both reading and writing. In the early grades, spelling instruction must be coordinated with the program of reading instruction.

9. **Children have opportunities to practice accurate and fluent reading in decodable stories:** Research asserts that most children benefit from direct instruction in decoding, complemented by practice with simply written decodable stories. Further, for some children this sort of systematic approach is critical. Stories should "fit" the child’s reading level. Beginning readers should be able to read easily 90 percent or more of the words in a story, and after practice should be able to do so quickly, accurately, and effortlessly.

10. **Children have opportunities to read and comprehend a wide assortment of books and other texts:** As children develop effective decoding strategies and become fluent readers, they must read books and other texts that are less controlled in their vocabulary and sentence structure. Providing children with a great many books, both narrative and informational, is of primary importance as is providing some reading materials that are easy to read and others that are more challenging and of increasing difficulty and complexity.

11. **Children have opportunities to develop and comprehend new vocabulary through wide reading and direct vocabulary instruction:** It is important that teachers read aloud to children and encourage them to do a great deal of voluntary and independent reading. In addition, during reading instruction, children should be encouraged to attend to the meanings of new words.

12. **Children have opportunities to learn and apply comprehension strategies as they reflect upon and think critically about what they read:** Children must receive comprehension strategy instruction that builds on their knowledge of the world and of language. Comprehension depends upon the understanding of word meanings, on the development of meaningful ideas from groups of words (phrases, clauses, and sentences) and the drawing of inferences. It also depends upon the demands of the text (its concepts, its density), and the knowledge the reader brings to the text.
PROJECT OUTLINE AND RATIONALE FOR USING SCIENTIFICALLY BASED READING RESEARCH

Proposals must “detail how scientifically based research will be applied to all local activities to improve reading instruction.”

AND

“Detail how scientifically based research will be applied to all required Reading First activities, including the selection and use of instructional strategies, professional development, instructional materials and programs, and diagnostic, screening, and classroom based instructional assessments.”

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 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.


- **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 & strategic reading
- **Writing, Spelling, and Grammar**
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 resulted in 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 SAT9. Between 1997-2001, all 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 and 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, 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 overall low, 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 five components of research-based reading instruction through explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension as well as 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 are provided each day that is 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) connect 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 build 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 Learners. 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.

VOCABULARY DEVELOPMENT: 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.

READING 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.

READING 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 to 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 and 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 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) is 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 Resource Book provide structure and focus for small group discussions.


**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 nonfiction 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 Reading* 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 high-frequency words that will be applied in the story. Back to School is a feature in Gr. 1-6 that offers a diagnostic assessment opportunity. At Gr. 1-2, the review focuses on the previous year’s phonemic awareness and phonics instruction. Welcome to School at Kindergarten will provide an opportunity for the teacher to observe and assess students’ baseline understandings. Frequent opportunities are provided within the Teacher’s Edition to assess fluency with notes for checking rate and accuracy. This includes the Back To School section, weekly lesson plans, and end of theme wrap-up from mid-grade Gr. 1, Theme 7 - Gr.6. The Leveled Reading Passages Assessment Kit supports the teacher in evaluating student progress and checking fluency growth with words per minute guidelines for each grade level. Vocabulary assessment is provided in the Theme Skills Tests, the Integrated Theme Tests and selection quizzes found in the Teacher’s Resource Book. Assessment of comprehension is provided through the Spiral Reviews, Theme Skills Tests, the Integrated Theme Test, and the selection quizzes in the Teacher’s Resource Book. End of selection questions in the anthology and the selection check in the Practice Book offer additional opportunities to check students’ understanding of the story.

Professional development delivered through the Houghton Mifflin plan further aligns this ongoing process with the core instruction. Houghton Mifflin has a commitment to adopting districts to provide high quality inservice for the life of the adoption at a variety of levels from Houghton Mifflin consultants’ initial inservice and support to in-depth, long term staff development offered through our Professional Development organization.

APPLICATION RESOURCE – EXAMPLE

The following is an example of a project description that addresses the five components of scientifically based reading research.

Through Reading First, RRISD will continue to connect scientifically based reading research to plans for improving K-3 reading instruction. Reading First funds will enable RRISD to continue its efforts to improve reading instruction through research-based instructional strategies, professional development, instructional materials and programs, and diagnostic, screening and instructional assessment.

RRISD will implement Houghton Mifflin’s reading program that was selected because it addresses all of the required components of a research-based reading program. *Houghton Mifflin Reading* integrates these components in a single tool that can be implemented throughout the targeted grades to reach all children. RRISD can improve each teacher’s reading instruction by implementing a single program that encompasses instructional strategies, professional development, instructional materials, and assessment. *Houghton Mifflin Reading’s* relationship to each component of Reading First is described here.
<table>
<thead>
<tr>
<th><strong>Reading First</strong> Required Components</th>
<th><strong>Houghton Mifflin Reading</strong></th>
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<tbody>
<tr>
<td><strong>Phonemic Awareness</strong>&lt;br&gt;The ability to hear, identify and manipulate the individual sounds – phonemes – in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.</td>
<td><strong>Houghton Mifflin Reading</strong> 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><strong>Phonics</strong>&lt;br&gt;The understanding that there is a predictable relationship between phonemes – the sounds of spoken language – and graphemes – the letters and spellings that represents those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.</td>
<td><strong>Houghton Mifflin Reading</strong> 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>
</tr>
<tr>
<td><strong>Vocabulary Development</strong>&lt;br&gt;Development of stored information about the meanings and pronunciation of words necessary for communication.</td>
<td><strong>Houghton Mifflin Reading</strong> 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>
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<tr>
<td><strong>Reading Fluency, including oral reading skills</strong>&lt;br&gt;Fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.</td>
<td>A variety of activities support reading fluency in <strong>Houghton Mifflin Reading</strong> 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>
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<tr>
<td>Reading First Required Components</td>
<td>Houghton Mifflin Reading</td>
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<tr>
<td><strong>Reading Comprehension Strategies</strong>&lt;br&gt;Strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.</td>
<td>Comprehension instruction begins at Kindergarten in <em>Houghton Mifflin Reading</em> 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 <em>Reciprocal Teaching</em> strategies, self-monitoring strategies and use of graphic organizers in both whole group and small group organization.</td>
</tr>
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</table>

### 1C. SUBGRANT ELIGIBILITY

Each state must designate its requirements for subgrant eligibility. It will be the LEA’s responsibility to address each element of eligibility. The U.S. Department of Education recommended a set of requirements that will likely be adopted by most states. States must award subgrants to eligible local educational agencies (LEAs) on a competitive basis. States must fund the most competitive proposals that are based on scientifically based reading research and show the greatest promise for raising student achievement and for successful implementation, particularly at the classroom level.

Local educational agencies must meet the following criteria to be eligible for Reading First subgrants.

- LEA is among the LEAs in the state with the highest numbers or percentages of K-3 students reading below grade level; and
- LEA has jurisdiction over at least one of the following:
  - Geographic area that includes an empowerment zone or enterprise community;
  - Significant number or percentage of schools identified for Title I school improvement; or
  - Highest numbers or percentages of children who are counted for allocations under Title I, Part A.

Priority is also granted for LEAs located in Enterprise Communities or Empowerment Zones. Information on the Enterprise Communities and Empowerment Zones can be found online at: [http://www.ezec.gov/Communit/index.html](http://www.ezec.gov/Communit/index.html).
Schools and LEAs must describe how they will “use information from valid and reliable screening, diagnostic, and classroom-based assessments to make instructional decisions for K-3 students and to inform decisions about appropriate interventions.” Have a clear schedule for assessments and using assessments that are appropriate for the skills and goals of particular grades.

Consider this:

- 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.
- 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;
- Focus on needs of all students with consideration to ethnicity, diverse learning styles, limited English proficiency, etc.
- Cite sources of data and information on the reading skills of students in the program as well as the results of standardized tests.
- 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 a means of communicating strategies and activities to parents that will support their children’s learning.
Houghton Mifflin Reading provides diagnostic as well as formal and informal ongoing assessment tools within the program to support teachers and students. The Teacher’s Guide and Assessment Handbook offers a rationale for the selected assessment tools and offers information to guide interventions. The Extra Support and English Language Learner 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.

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 English Language Learner and Extra Support Handbooks, leveled literature and decodable books for small group reading, Classroom Management Handbook and a variety of technologies. Houghton Mifflin’s Transitions program offers an alternative for English Language Learner students who have minimal language skills.

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.

APPLICATION RESOURCE – EXAMPLE

The following is an example of a project description that addresses instructional assessments.

Assessment is a critical element for having all children reading on or above grade level by the end of the third grade. Readers Rule ISD will use diagnostic assessment to identify children at risk of reading difficulties, implement comprehensive instructional programs based on scientific research, and provide differentiated instruction and instructional intervention through on-going progress monitoring. RRISD will administer reading assessments kindergarten, first, second, and third grades. A certified teacher will administer assessments individually.

All campuses will use the State Assessment tools and the resulting data will drive instructional improvement in the classroom and for individual students, especially those who are not reading at grade level. Instructional Assessment will be based on the classroom assessment tools provided through Houghton Mifflin Reading (which is based on scientific research concerning all reading skills and comprehension development), the Texas Primary Reading Inventory (TPRI) and the Tejas Lee.

Ongoing analysis of student achievement indicates if instruction/intervention is effectively working in the classroom. Administrative leaders will analyze overall student performance through district scores on the Standard State Assessment of Knowledge and Skills and other district approved assessment instruments. Administrative assessment will be based on clearly define accountability measures, expectations and consequences for principals and teachers (describe). These results also inform administrators where professional development is needed and where additional intervention efforts must be initiated.

RRISD will report and use results of the reading instrument in the following ways. Report to the local board of education.
- Aggregate results for the district and each campus or charter school
- The number of students in each grade (K, 1, 2, and 3)
- The number of students administered an instrument at each grade level (English and Spanish)
- Significant findings and trends, actions planned
- Comparable data (overall growth/any reading domain)

Report to the Commissioner of Education
- Number of students administered in an English-language instrument and number of students showing progress.
- Number of students administered an Spanish-language instrument
- Number of students showing progress
- Name of instrument
- Priority of areas of instruction targeted in classroom intervention

Report to the student's parent or guardian.
- Reading instrument administered
- Reading areas evaluated by selected instrument
- Interpretation of results and report on instructional interventions

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<th>1D2. INSTRUCTIONAL STRATEGIES AND PROGRAMS</th>
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<td><strong>Application Resource</strong></td>
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<tr>
<td><strong>Instructional Strategies and Programs</strong></td>
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LEAs and schools must implement instructional strategies and programs that meet the following requirements:

a. based on scientifically based reading research;
b. scientifically based comprehensive reading programs provide instruction to all K-3 students;
c. teach the five components of reading, include explicit and systematic instructional strategies, have a coordinated instructional sequence, are aligned with instructional materials, and allow ample practice opportunities;
d. enable students to reach the level of reading proficiency;
e. based on a clear and specific plan to use scientifically based instructional strategies to accelerate performance and monitor progress of students who are reading below grade level;
f. select and implement scientifically based comprehensive reading programs, without layering selected programs on top of non-research-based programs already in use.
g. offer students explicit, systematic instruction in phonemic awareness (e.g., isolating and manipulating the sounds in words); phonics (e.g., blending sounds, using texts that allow students to practice their phonics knowledge); fluency (e.g., assisted, repeated oral reading); comprehension (e.g., summarizing text, graphic and semantic organizers, asking and answering questions, summarization); and vocabulary (e.g., repeated exposure to the meanings of words in varieties of contexts);
h. align scientifically based reading programs with state standards to ensure that students reach the level of proficiency or better on state reading/language arts assessments;
Components of Effective Reading Programs

Scientifically based reading research has identified five essential elements of effective reading instruction. To ensure that children learn to read well, explicit and systematic instruction must be provided in these five areas:

1. **Phonemic Awareness** – the ability to hear, identify and manipulate the individual sounds – phonemes—in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.

2. **Phonics** – The understanding that there is a predictable relationship between phonemes—the sounds of spoken language - and graphemes, the letters and spellings that represents those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.

3. **Vocabulary Development** – Development of stored information about the meanings and pronunciation of words necessary for communication.

4. **Reading Fluency, including oral reading skills** – Fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.

5. **Reading Comprehension Strategies** – Strategies for understanding, remembering and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

Reading programs must coherently integrate:

- Screening, diagnostic and classroom-based **assessments** that are valid and reliable;
- **Instructional programs and aligned materials** that include explicit and systematic instruction in the five essential components of reading instruction;
- An aligned **professional development** plan; and
- Dynamic **instructional leadership**.
Consider this:

_Houghton Mifflin Reading_ will ensure thorough treatment of the five essential elements of reading and that the program has been proven to raise reading scores of children who have used it (see previous narrative)

**Early Success** is an intervention program aligned with _Houghton Mifflin Reading_’s phonics scope and sequence and 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 to provide background building, vocabulary development and support for comprehension; and the Learner Profile to continuously update student progress and inform the teacher as well as parents. Eduplace.com supports student learning at home and offers activities to motivate and enhance learning.
**Strategies for coordinating *Houghton Mifflin Reading* with all instruction:**

Align Reading First 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.

**Special Considerations for individual needs of students:**

- 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 Federal Government 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’s Transitions* program offers an alternative for ELL students who have minimal language skills.

In addition, *Reading Intervention for 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.
LEAs and Schools must use instructional materials that support the teaching of the five components of reading, include effective program elements such as explicit instructional strategies, a coordinated instructional sequence, and ample practice opportunities, and are aligned with the comprehensive reading program.

### APPLICATION RESOURCE – EXAMPLE

The following is a sample response regarding the alignment of *Houghton Mifflin Reading* with the reading instruction standards of the State of New York. Your Houghton Mifflin representative can provide similar information regarding the instructional program’s alignment with the standards of your state.

*Houghton Mifflin Reading* instructional materials support the five components of reading, include effective program elements such as explicit instructional strategies, a coordinated instructional sequence, and ample practice opportunities, and are aligned with the state’s comprehensive reading standards. The *Houghton Mifflin Reading* instructional materials were selected because they are part of an integrated instructional strategy that will be implemented in the funded campuses.

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<thead>
<tr>
<th>NEW YORK STATE EARLY LITERACY COMPETENCIES</th>
<th>Alignment with <em>Houghton Mifflin Reading</em></th>
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<tbody>
<tr>
<td><strong>KINDERGARTEN</strong></td>
<td><strong>Kindergarten</strong></td>
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<tr>
<td>• <strong>Reading:</strong> Phonological awareness</td>
<td>• Daily systematic and explicit phonemic</td>
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<tr>
<td>including phonemic awareness; print</td>
<td>awareness instruction</td>
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<tr>
<td>awareness; alphabetic recognition and</td>
<td>• Daily phonemic awareness activities</td>
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<tr>
<td>phonics; fluency; background knowledge</td>
<td>• Identifying and producing rhymes</td>
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<tr>
<td>and vocabulary development; comprehension</td>
<td>• Identifying letters and sounds</td>
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<tr>
<td>strategies; and motivation to read</td>
<td>• Identifying syllables in spoken words</td>
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<tr>
<td>• <strong>Writing:</strong> Print awareness; spelling;</td>
<td>• Word and Picture Books</td>
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<tr>
<td>handwriting; composition;</td>
<td>• High-frequency word practice</td>
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<td>motivation to write</td>
<td>• Rhyming activities</td>
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<tr>
<td>• <strong>Listening</strong></td>
<td>• Listening activities</td>
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<tr>
<td>• <strong>Speaking</strong></td>
<td>• Shared writing activities</td>
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<td></td>
<td>• Interactive writing activities</td>
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<td>• Quality literature</td>
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### NEW YORK STATE EARLY LITERACY COMPETENCIES

<table>
<thead>
<tr>
<th>GRADE 1</th>
<th>Alignment with <em>Houghton Mifflin Reading</em></th>
</tr>
</thead>
</table>
| **Reading:** Phonemic awareness; decoding including phonics and structural analysis; print awareness; fluency; background knowledge and vocabulary development; comprehension strategies; and motivation to read  
**Writing:** Print awareness; spelling; handwriting; composition; motivation to write  
**Listening**  
**SPEAKING** | **GRADE 1**  
- Explicit and systematic phonics instruction  
- Five-step instructional model  
- Scaffolding support: teacher modeling, teacher/student modeling, student modeling  
- Fluency practice  
- Shared, interactive, and independent writing  
- Daily writing activities  
- Blending practice  
- Sound/Spelling cards  
- Word and Picture Books  
- Phonics Libraries  
- On My Way Practice Readers  
- Word Pattern Boards  
- Spelling and phonics lessons that match  
- Internet reading and writing activities  
- Quality literature  
- Paired content-area reading selections  
- Genre studies  
- Student writing models  |

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<tr>
<th>GRADE 2</th>
<th>GRADE 2</th>
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| **Reading:** Decoding including phonics and structural analysis; print awareness; fluency; background knowledge and vocabulary development; comprehension strategies; and motivation to read  
**Writing:** Print awareness; spelling; handwriting; composition; motivation to write  
**Listening**  
**Speaking** | **Systematic and explicit phonics instruction**  
**Explicit structural analysis instruction**  
**Word Pattern Boards**  
**I Love Reading Books**  
**Phonics Libraries**  
**Application of learned skills and fluency development**  
**High-frequency word practice**  
**Scaffolded instruction with teacher and student modeling**  
**Teacher Read-Alouds**  
**Explicit Comprehension instruction**  
**Vocabulary skills lessons**  
**Spelling and phonics lessons that match**  
**Weekly writing skills activities**  
**Internet reading and writing activities**  
**Quality literature**  
**Paired content-area reading selections**  
**Genre studies**  
**Student writing models** |
<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>GRADE 3</td>
<td>GRADE 3</td>
</tr>
<tr>
<td>• <strong>Reading:</strong> Decoding including phonics and structural analysis; fluency; background knowledge and vocabulary development; comprehension strategies; and motivation to read</td>
<td>• Systematic and explicit phonics instruction</td>
</tr>
<tr>
<td>• <strong>Writing:</strong> Print awareness; spelling; handwriting; composition; motivation to write</td>
<td>• Explicit structural analysis instruction</td>
</tr>
<tr>
<td>• <strong>Listening</strong></td>
<td>• Reader’s Libraries</td>
</tr>
<tr>
<td>• <strong>Speaking</strong></td>
<td>• Application of learned skills and fluency development</td>
</tr>
<tr>
<td></td>
<td>• Critical thinking questions</td>
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<tr>
<td></td>
<td>• Teacher Read-Alouds</td>
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<tr>
<td></td>
<td>• Explicit Comprehension instruction</td>
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<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>

1D4. INSTRUCTIONAL LEADERSHIP

APPLICATION RESOURCE

INSTRUCTIONAL LEADERSHIP

LEAs and Schools must use address plans for instructional leadership, including:

a. having a leader with sufficient authority who has responsibility for aligning the reading curriculum to state standards, evaluating LEA and school reading progress, analyzing achievement data, and making real-time school and classroom decisions based on continuous progress monitoring of student and teacher data;
b. providing mandatory training for principals and building leaders in the essential components of reading and the specific instructional programs and materials in use in their buildings, including the scientific base, implementation process and progress monitoring related to those programs and materials;
c. providing training for personnel to improve their knowledge and skills related to scientifically based reading research and improving reading instruction.
d. having committed to ensuring continuity of instructional leadership at the school level to the extent possible.
Readers Rule ISD’s instructional leadership plan is based on scientific-based research and best practices. RRISD has a vertical reading team that includes central office administrators, curriculum coordinators, building principals, specialists and teachers. RRISD’s Leadership Development plan includes:

- **Aligned Curriculum**: The curriculum is aligned between the state standards for academic achievement in reading, teaching objectives, textbooks, materials, and assessment.

- **Increased and Effective Use of Instructional Time**: Sufficient time is designated for reading instruction each day; 60 to 90 minutes per day is allotted for students performing at or above grade level. Additional instructional time is allotted for students having difficulty mastering reading concepts. Additional instructional time is provided through before/after school classes, tutoring, Saturday classes, summer programs, and extra instruction during the school day in small group settings.

- **Ongoing Assessment**: Student learning is assessed throughout the year. Results are used to plan and group students for instruction and to provide feedback to students and parents.

- **Immediate Intervention for Students Experiencing Difficulty Mastering Concepts**: Students who experience difficulty are identified in a timely manner and intensive interventions are designed to remediate deficiencies. Extra instruction targets specific instructional needs.

- **Teacher Knowledge of Reading Content**: Teachers have a good, clear understanding of the reading content they teach and are carefully selected for their teaching assignments.

- **Instructional Materials and Teaching Techniques**: Instructional materials and techniques are part of a carefully planned reading program that is structured to meet the individual needs of students. Instructional materials are consistent with what is used in districts with high levels of achievement in reading.

- **Differentiated Instruction**: Schools and classrooms are organized so that students with similar needs receive effective instruction through flexible skill grouping.

- **Focused Professional Development**: Professional Development is an on-going priority. PD is focused intensely on student needs identified through standard assessment and district assessments. Building leaders participate in PD related to essential components of reading and the specific instructional programs and materials used in their campuses.

- **End of Year Analysis of Student Performance**: End-of-year student performance is measured with state and/or national tests to analyze program effectiveness.

- **Gather data from the beginning and end of the school year on a variety of assessment instruments to determine program effectiveness and make plans for yearly improvement efforts. Compare campus performance on standard achievement exams with comparable higher performing schools to set expectations for improvement efforts.**

- **Sound Administrative Practices**: District leaders prioritize resources to support an effective reading program capable of bringing all students to high levels of performance.
Communicate the expectation that achievement for all students will replicate that of the highest performing schools with comparable students. Expectations become specific goals. Leaders acknowledge those who achieve high levels of student achievement.

Structure the administrative role as supporting instruction rather than enforcing compliance. Administrators work with school teams to plan and support academic improvement. Prioritize district and campus budgets to support components of the reading program such as: lead teachers, materials, and teachers to provide supplemental instruction.

District and campus leaders take actions as necessary to ensure adequate student progress and monitoring. Leaders have sufficient authority to align the reading curriculum with state standards. The reading program is monitored through classroom visits and analysis of student assessment data. Leaders have adequate time and/or staff to accomplish this goal.

Create an environment conducive to instruction and success. Campuses initiate a proactive, school-wide management program to promote responsible behavior from students. A motivational system encourages all students. Students are placed where they will succeed and the system encourages student performance and effort.

## 1D5. PROFESSIONAL DEVELOPMENT

**APPLICATION RESOURCE**

**PROFESSIONAL DEVELOPMENT**

LEAs and Schools must use address plans for professional development, including:

- clear professional development plan and process for K-3 and K-12 special education teachers;
- intensive, focused professional development in: (i) essential components of reading instruction; (ii) implementing scientifically based instructional materials, programs, and strategies; and (iii) screening, diagnostic, and classroom-based instructional assessments;
- professional development that provides both initial preparation and ongoing support in implementing new strategies and programs;
- using individuals highly knowledgeable of scientifically based reading instruction and experienced in program implementation to provide professional development;
- ongoing development and support to those serving as trainers and coaches;
- professional development in state reading standards and assessments;
- targeted professional development for teachers who need additional assistance with skills and strategies related to improving reading instruction.
- clear plan with explicit means for assessing the specific professional development needs of their teachers and designing professional development around those specific needs;
- a varied and full range of professional development experiences that are intensive, focused and of sufficient duration to achieve the purposes and goals of the training;
- giving teachers adequate time for learning and implementing scientifically based reading instruction, including time for study, observation, practice, application, and evaluation;
- professional development is coordinated with State efforts to improving reading achievement.
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 that 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 districts and small including Orlando, Florida; Detroit, Michigan; and 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 our 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*.

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**APPLICATION RESOURCE – EXAMPLE**

The following table includes some recommended responses to address the requirements for District and School-Based Professional Development.

<table>
<thead>
<tr>
<th>Professional Development Activities at the District and School Level</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion</strong></td>
<td><strong>Response</strong></td>
</tr>
<tr>
<td>Plan and process delivering professional development to K-3 teachers and K-12 special education teachers</td>
<td>Timeline, specific professional development topics and/or content.</td>
</tr>
<tr>
<td>Plan for providing intensive and focused professional development in:</td>
<td></td>
</tr>
</tbody>
</table>
(i) essential components of reading instruction; (ii) implementing scientifically based instructional materials, programs, and strategies; and (iii) screening, diagnostic, and classroom-based instructional assessments using a variety of delivery methods.

<table>
<thead>
<tr>
<th>Plan for providing professional development that provides both initial preparation and ongoing support in implementing new strategies and programs.</th>
<th>Specified professional development activities and events reflecting beginning, intermediate, and advanced level content and strategies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan for using individuals highly knowledgeable of scientifically based reading instruction and experienced in program implementation to provide professional development.</td>
<td>Named experts and/or criteria for selecting experts and potential resources for identifying experts</td>
</tr>
<tr>
<td>Plan for providing ongoing development and support to those serving as trainers and coaches.</td>
<td>Formal mentoring plan; formal train-the-trainer plan.</td>
</tr>
<tr>
<td>Plan for offering professional development in state reading standards and assessments</td>
<td></td>
</tr>
<tr>
<td>Plan for providing targeted professional development for teachers who need additional assistance with skills and strategies related to improving reading instruction.</td>
<td>Plan for assessing teachers’ skills and strategies; evidence of individual accountability for meeting standards of instruction in reading; specific plan for evaluating and developing plans for individual teachers across the staff.</td>
</tr>
<tr>
<td>Plan for assessing the specific professional development needs of teachers and designing professional development around those specific needs.</td>
<td>Use of assessment tools such as Profiler (<a href="http://www.hprtec.org">www.hprtec.org</a>)</td>
</tr>
<tr>
<td>Plan for offering a varied and full range of professional development experiences that are intensive, focused, and of sufficient duration to achieve the purposes and goals of the training.</td>
<td>Individual professional development plans based on use of workshops, seminars, independent study, discussion groups, Internet and collaborative tools.</td>
</tr>
<tr>
<td>Plan for giving teachers adequate time for learning and implementing scientifically based reading instruction, including time for study, observation, practice, application, and evaluation.</td>
<td>Scheduling common planning periods for peers; paid professional development during summer and breaks.</td>
</tr>
<tr>
<td>Plan for coordinating local professional development with state activities related to improving reading achievement.</td>
<td>Coordination with Regional Educational Service Centers, the Texas Center for Reading and Language Arts, SEDL, and other state and regional resources.</td>
</tr>
</tbody>
</table>
Application Resource
1D6. District Based Technical Assistance

Every LEA must provide high quality assistance related to the implementation of Reading First to participating schools, and/or coordinate with the SEA or other outside experts to provide this assistance.

LEAs must provide high quality technical assistance related to identifying professional development needs of individual schools, setting goals and benchmarks, and budgeting to participating schools.

APPLICATION RESOURCE - EXAMPLE

Readers Rule ISD will provide technical assistance to support participating schools’ implementation of Reading First. Specifically, RRISD will:

- identify individuals and/or positions responsible for providing technical assistance in the areas of professional development, goal setting and benchmarking, budgeting, and student assessment.
- provide a plan for coordinating and managing technical resources for the most effective and efficient provision of technical assistance.
- provide a plan for coordinating with the State Education Agency, Regional Educational Service Centers, Center for Reading and Language Arts, and other outside experts to provide technical assistance.
Application Resource
II. Evaluation Strategies

Districts must:
1. have a clear evaluation plan to document the effectiveness of local Reading First activities for individual schools and the LEA as a whole.
2. have a clear plan to make decisions related to their Reading First programs based on evaluation outcomes, including intervention with and/or discontinuation of schools not making significant progress.
3. specifically describe the valid and reliable measures they will use to document the effectiveness of local Reading First activities for individual schools and the LEA as a whole.
4. report reading achievement data, using valid and reliable measures, disaggregated by low-income, major racial/ethnic groups, LEP, and special education for K-3 students in Reading First schools.

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.

<table>
<thead>
<tr>
<th>District and School-Level Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion</strong></td>
</tr>
<tr>
<td>Evaluation plan to document the effectiveness of local Reading First activities for individual schools and the LEA as a whole</td>
</tr>
<tr>
<td>Plan to report reading achievement data disaggregated by low-income, major racial/ethnic groups, LEP, and special education for K-3 students in Reading First schools.</td>
</tr>
<tr>
<td>Plan to make decisions related to their Reading First programs based on evaluation outcomes, including intervention with and/or discontinuation of schools not making significant progress</td>
</tr>
<tr>
<td>Described the valid and reliable measures to be used to document the effectiveness of local Reading First activities for individual schools and the LEA as a whole.</td>
</tr>
</tbody>
</table>
Access to Print Materials

APPLICATION RESOURCE -- MINIMUM AND EXEMPLARY STANDARDS

To meet minimum standards, a proposal must demonstrate how the subgrant selection procedure will result in selected LEAs promoting reading and library programs that provide student’s access to engaging reading materials, including coordination with programs funded under the Improving Reading through School Libraries program, if applicable.

Exemplary Proposals will meet all of the standards listed above and will result in selected LEAs and schools promoting reading and library programs that provide student’s access to a wide array of engaging reading materials, including both expository and narrative texts.
## SAMPLE TIMELINE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>Responsible Party</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Institute for Teachers</td>
<td>July 2002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchase materials for K-3</td>
<td>July 2002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start K-3 program</td>
<td>Aug 2002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruit parents and other volunteers for tutoring and classroom support</td>
<td>Aug 2002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ongoing training for teachers</td>
<td>monthly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Train volunteers and paraprofessionals for tutoring</td>
<td>Sep 2002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refer first set of student participants to intervention</td>
<td>Sep 2002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assess student progress</td>
<td>6 wk intervals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Begin after school/before school tutoring program</td>
<td>Oct 2002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify new student participants in intervention program – <em>Soar to Success</em></td>
<td>Dec 2002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify students for summer intensive program</td>
<td>April, 2003</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submit mid-year evaluation of program progress</td>
<td>July 2003</td>
<td></td>
<td>September 2003</td>
</tr>
<tr>
<td>Follow-up training for parents and volunteers</td>
<td>Jan/Jun 2003</td>
<td></td>
<td></td>
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<tr>
<td>Parent support/education program</td>
<td>June 2003</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start K-3 program</td>
<td>Aug 2003</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent support/education program</td>
<td>Oct 2002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mid-project report</td>
<td>2003</td>
<td></td>
<td></td>
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<tr>
<td>End of funded project</td>
<td>2004</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final report</td>
<td>2004</td>
<td></td>
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</tbody>
</table>
Writing the Proposal

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 backwards 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 time line. 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 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.

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.