

READING HORIZONS

# Grant Writer's Packet

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Nevada Striving Readers Comprehensive Literacy  
Grant

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## **What is a Grant Packet?**

The Grant Packet is a resource designed to assist you in the grant-writing process. Not an exact template, the Grant Packet is meant to stand as a companion to the Request for Application CFDA 84.371C String Readers Comprehensive Literacy Grant of Nevada. The sample text in this Grant Packet will provide you with ideas on how to structure your response.

## **How do I use the Grant Packet?**

This Grant Packet should be thought of as a handbook. Because your institution's needs and facilities are unique, you should customize the suggested narrative to reflect your specific plans. The Grant Packet saves you countless hours by providing specific information about Reading Horizons literacy solutions and their alignment with the funding priorities of the grant.

## **Can I cut and paste from the Grant Packet?**

You may cut and paste small sections as needed. However, your project has the best chance of being funded if it is customized to your institution's unique needs. Use the sample narrative as a resource, not as a final product. As you use the sample narrative, revise it to reflect your institution's unique needs, project goals, and coordinating programs.

## **Why aren't the products and services named more frequently?**

It is important to minimize vendor presence by limiting your use of trade names. Focus primarily on describing the program rather than drawing excessive attention to the product name. The sample narrative models this approach, providing specific descriptions of Reading Horizons and Intensive Phonics, while limiting references to the products by name.

## **Should my finished application look like the Grant Packet?**

Your finished grant application should reflect the formatting requirements of the application. However, this Grant Packet models several techniques that make the document more readable. You should use a table of contents, headings, bullets, and lists, as appropriate, to make the main ideas of your narrative clearly stated and easy to find.

## **What if I need additional guidance?**

Please contact your Reading Horizons Account Manager for additional information on our solutions or grant-specific questions.

## Stages of Grant Writing

To help you succeed and develop a thorough application, the stages below will provide pointers on the grant-writing process. Reading Horizons can provide assistance throughout these stages.

### Stage 1: Reading the grant application documents

- Download all available documents from the grant Web site:  
<https://bighorn.doe.nv.gov/sites/CommonCore/ccss/Pages/StrivingReaders.aspx>
- Identify format requirements such as page limitations, margin settings, font size, and line spacing:
  - *“ The applicant must use 12 point, Times New Roman font, single spaced, 1” margins for all pages with the exception of text in tables, charts, and/or diagrams. Text in tables, charts and/or diagrams maybe no less than 10 point, Times New Roman, Arial, Arial Narrow, or Courier New font.” (RFA P.12)*
  - *“The typed Abstract and Table of contents must be limited to one page each. The typed application Narrative must be limited to a maximum of 35 pages; there is no Budget Narrative page limit. The Appendices are not counted toward the page limitations.”(RFA P.12)*
- Identify the number of copies that need to be submitted:
  - *“Submit one (1) original and Twelve (12) paper copies of the application to:  
  
Colin Usher, Striving Readers Program Manager, Office of Assessment, Program Accountability and Curriculum, Attn: Christy Borino, Nevada Dept. of Education, 700 East Fifth Street, Suite 108, Carson City , NV 89701. Submit an electronic copy of the application to [cusher@doe.nv.gov](mailto:cusher@doe.nv.gov).” (RFA P.13)*
- Note the authorized signature(s) needed before submitting your application.
- Note the dates and times for submitting the application:
  - *“The application must be received by March 2, 2012 at 4:00 p.m.”*
- Note all priority requirements.
  - *“The Striving Readers Comprehensive Literacy funds will be awarded to applicants who propose high-quality comprehensive literacy programs that address **Absolute Priorities 1, 2, and 3**. Applications that do not address all three Absolute Priorities will not be considered.” (RFA P.9)*
- Review the scoring rubric, if provided, for criteria to cover during the writing stage. See Appendix E, RFA Pp.25-30

## Stage 2: Gathering information and research

- Demographic data for your target population from the United States Census Bureau and The State of Nevada. (RFA P.10)
- Achievement data from your target population
- Research to support the project design

### Reading Horizons Assistance:

Refer to the **Resources and References** sections of this Grant Packet for a list of pertinent research documents.

## Stage 3: Writing the project narrative

- Include all stakeholders in creating responses to application components.
- Incorporate demographic and achievement data, as well as research, to make your application convincing and informative.
- Use the Grant Packet sample narrative as a resource, not a final product.
- Use headings, tables, and lists to clearly convey the project's focus and to make priority items easy to find.
- Use the RFA scoring rubric criteria in crafting component responses.
- Review the Nevada State Project Narrative and align those essential project goals with yours when possible.

### Reading Horizons Assistance:

Use the Grant Packet as a guide and model while crafting your responses in the areas where literacy instruction is described. Contact your Reading Horizons Account Manager for assistance, as needed.

## Stage 4: Completing budget narrative and required forms

- Download and use the NDE Budget Template SRCL located at <https://bighorn.doe.nv.gov/sites/CommonCore/ccss/Pages/StrivingReaders.aspx>
- Develop the budget narrative based on project activities and Application requirements.
- Double-check budget totals for accuracy.

### Reading Horizons Assistance:

Contact your Reading Horizons Account Manager to obtain quotes for budget narrative and charts.

## Stage 5: Reviewing your application

- Proofread the application for spelling, grammar, changes and revisions.
- Ensure that formatting requirements are consistent throughout the application.

- Ask a qualified person to review/edit the application. Provide ample time to review the application and to identify areas that need to be strengthened.
- Use the Reviewer's recommendations to revise the application narrative.
- Include all stakeholders in reviewing the final draft.

**Reading Horizons Assistance:**

Contact your Reading Horizons Account Manager for more information on grant review.

**Stage 6: Submitting your application on time**

- Gather all authorized signatures and submit the application. Applications must arrive on or before the specified deadline for application submission. If you are mailing your application or using a delivery service, ask for confirmation of delivery from the mail or delivery service.

**Writing the Proposal**

**1. Organize the Application in the exact order found on P. 12 of the RFA**

- A. Completed Cover Sheet signed by the Superintendent
- B. Signed Assurances
- C. Table of Contents
- D. Needs Assessment
- E. Project Abstract
- F. Project Narrative
- G. Budget Narrative and Summary, including vendor specs and price quotes for supplies and materials
- H. Appendices, which are required to include, but may not be limited to:
  - List of key personnel and letter(s) of Commitment and/or Position Descriptions of intended staffing for the grant project.
  - Timeline of Activities incorporating key personnel. (*Using a Gantt chart*).
  - Documentation of the number and percentage of disadvantaged students to be served
  - List of Partners with Memorandums of Understanding

## Needs Assessment

### What is the situation/problem?

*It is important to immediately state the problem you are trying to solve with the requested funds in both the Abstract and Needs Assessment. Focus on the need and your objectives and make sure that you are addressing the absolute and competitive priorities.*

**Sample** -XYZ School District increasingly works with struggling readers at every grade level. Our readers struggle in general education and reading classes, grades one through twelve. Some are students with mild disabilities, classified as learning- disabled, for whom regular classroom teachers have instructional responsibility. Some are students whose culture or language differs from the culture of the classroom. Many are students who have become skilled evaders of reading, who know the stress of not being able to read successfully. By the secondary grades, students are presumed to have acquired basic reading skill. Yet far too often that is not the case.

### Why is this important?

*Provide a context so that the funder can understand the gravity of the problem for your students and cite available research if appropriate. Below are a few of the striking statements based on research data showing the effects of low literacy rates in the United States.*

- Adults with lower literacy skills are more likely to be reliant on public assistance, including state aid and Medicaid.
- In 2003, 43% of adults with the lowest level of literacy skills were living in poverty, compared to only 4% of those with the highest level of skill.
- Adults with lower literacy skills are less likely to read to their children. Children who have not already developed basic literacy practices when they enter school are 3 to 4 times more likely to drop out of school in the long run.
- A mother's literacy level is one of the most significant predictors of a child's future success in school. 70% of mothers receiving public assistance have literacy skills in the lowest two proficiency levels.
- Children of adults who participate in literacy programs improve their grades and test scores, improve their reading skills, and are less likely to drop out of school.
- Low literacy and low educational attainment are highly correlated with higher crime rates.
- 85% of all juveniles who interface with the juvenile court system are functionally non-literate.
- Probationers who receive literacy training have significantly lower re-arrest rates than those who don't get help with literacy. Those who obtain a GED have an even lower re-arrest rate.
- Adults with the lowest level of literacy skills earn a median income of approximately \$240 per week, compared to \$681 for those with the highest level of literacy skills.

- Limited literacy skills cost businesses and taxpayers approximately \$20 billion a year in lost wages, profits, and productivity.

(Siegel, 1997; Reder, 1996; Kutner, 2007; Kirsch, 1993; Barnett, 2003).

### **What do you have as proof?**

*Present quantitative student data that demonstrate your students' needs for a comprehensive literacy program. Use tables or graphs clearly titled to make it as easy as possible for the Grant Review Panel to understand your information.*

## **The Project Narrative – Sample Language**

### **Absolute Priority 1: Improving Learning Outcomes**

**Sample:** We selected two effective comprehensive literacy interventions to improve learning outcomes for disadvantaged students. These incorporate technology and early language development and align to Common Core State Standards and Nevada Standards. We will implement Discover Intensive Phonics as early as age four, students will begin to develop pre-reading skills and develop literacy with 20 to 60 minutes a day of direct instruction. They will continue with this program through grade 3, reviewing phonics previously taught, with increased practice of spelling, grammar, parts of speech and word exceptions.

Starting in the fourth grade and continuing through middle and high school we will use Reading Horizons. It contains all the components of an effective literacy instructional program and has the flexibility to effect improvement in teaching and learning. At grades 4-6 this program will provide a supplemental review and reinforcement of skills and concepts that were not gained earlier and in some cases, an intensive remediation experience within a Response to Intervention (RFI) framework.

For middle and high school students we have designed an implementation based on research in older students' and adolescents' literacy development. Struggling readers benefit from additional instructional time to practice and polish their literacy skills. Time on task is one of the most influential variables in an effective reading intervention plan. Time must be created and protected for explicit instruction and for practicing literacy skills. Every struggling reader at the middle- and high-school level will have two class periods dedicated to enhancing reading, writing, and language skills -- one class in language arts and a second class in literacy skill development.

This increased time allocation for focused literacy instruction has been shown to be beneficial for struggling readers (Knapp, 1991). There is an overwhelming amount of empirical evidence linking reading volume (time-on-task) with reading proficiency (Allington and McGill-Franzen, 1989; Collins, 1996; Krashen, 1993), but unfortunately, struggling readers in typical schools actually tend to spend less time engaged in effective reading instruction activities (Allington, 1977; Anderson, Wilson, & Fielding, 1988; Taylor, Frye, and Maruyama, 1990). In our effective school literacy intervention plan, struggling readers will have substantially more reading instruction and opportunity to practice and refine their literacy skills than they have had previously.

Each struggling reader will participate in a normal, grade-appropriate language arts class. The language arts class will focus on the state standards-based curriculum that is appropriate for all middle- and high-school students using an integrated curriculum that supports other content-area learning. Struggling

readers do benefit from the content and instruction provided their peers in the normal reading and language arts class, and they should not be "pulled" from this class to be given remedial reading instruction.

The second class in addition to the grade-appropriate language arts class -- the literacy skill development class -- should be more individualized (with a small student-teacher ratio) and should focus on the literacy skill and knowledge development that will most benefit each individual struggling reader. For example, a student who has not yet developed fluent word-identification skills would be given intensive instruction in word-identification strategies and would participate daily in activities that research has shown to improve fluency, such as repeated oral reading or echo reading (Pany & McCoy, 1988; Rashotte & Torgesen, 1985; Tan & Nicholson, 1997). Progress monitoring assessments should be used regularly in the literacy skills development class to ensure rapid development of necessary literacy skills. Reading Horizons will provide both the targeted instruction and progress monitoring students will need. Teachers will receive job-embedded professional development on the method and use of the software.

In addition to a second literacy course in every student's course schedule, literacy instruction will be infused within the content-area courses. Reading and language arts teachers will collaborate with teachers of science, history, social studies and arts to ensure that effective reading comprehension strategies are being reinforced throughout the day. All teachers in the school will participate in professional development in reading instructional strategies designed to support adolescent struggling readers. This coherent school-wide approach to improving reading instruction will support content and domain knowledge and vocabulary development for all students (Bean, Valerio, and Stevens, 1999).

Two classes of systematic, data-driven reading instruction plus coordinated literacy instruction in the content-area courses should be sufficient instructional support to rapidly accelerate the literacy growth of nearly all of the struggling readers our middle- and high-schools. However, for the few students who have more enduring reading difficulties, additional tutoring services will be provided before and after school by highly-trained reading specialists. The tutoring program will involve explicit and systematic one-on-one instruction either before or after school for up to 3 hours per week. The tutoring will be designed to complement the reading instruction provided in the core classes, but should be much more assessment and needs driven.

In addition to the core reading materials, supplemental, high-interest reading materials will also be made available to struggling readers. Engaging, interactive computer programs that support decoding skills, reading comprehension, and writing composition will be made available on computers in every classroom, as well as on computers in a central technology laboratory.

## Absolute Priority 2: Enabling More Data-Based Decision-Making

**Sample** -We will form a Data-Based Decision-Making (DBDM) Literacy Team in XYZ School District and on participating campuses. The campus-based team will include the school principal and assistant principal, teachers from across grade levels and content areas, literacy specialists, special education teachers, parents and family members. We will align our work with a Response to Intervention (RTI) framework and maintain a purposeful, productive and trusting environment in order to collect student data, analyze growth and outcomes and make meaningful instructional decisions based on data and information both formative and summative.

The research-based, evidence-based interventions we have selected will enable us to continuously monitor student progress over time, evaluate instructional effectiveness and formulate individualized plans for students who are not achieving expected progress.

## Absolute Priority 3: Effective Use of Technology

**Sample** – We selected our reading interventions by looking at evidence that showed demonstrated and measureable success in increasing student achievement. The literacy program was developed with current research underlying its rationale. We will use software in the program thoughtfully and effectively to make the most of the interventions we have selected. We know that student motivation increases with the addition of learning technology. The software component of our program was developed with the principles of universal design for learning as shown below:

I. Provide Multiple Means of Representation	II. Provide Multiple Means of Action and Expression	III. Provide Multiple Means of Engagement
Perception	Physical action	Recruiting interest
Language, expressions, and symbols	Expression and communication	Sustaining effort and persistence
Comprehension	Executive function	Self-regulation

Fig.1 Guidelines for Universal Design for Learning

Source: <http://www.udcenter.org/aboutudl/udlguidelines>

## Competitive Preference Priority #1: Family Literacy Programs

This priority is optional but will increase your RFA’s competitive advantage. You will need to describe an innovative program that incorporates technology and uses data to measure the efficacy of the program.

**Sample** – As part of our comprehensive approach to literacy in XYX School District, we will establish a family literacy program with our Early Childhood Education (ECE) partner. The purpose of the family literacy program is to help break the cycle of poverty and illiteracy by improving the educational opportunities of low-income families through the integration of the following four components into a unified family literacy program for parents and children, primarily from birth through age 7.

- Childhood Education (age-appropriate education to prepare children for success in school and life experiences especially in literacy),

- Adult Literacy (parent literacy training that leads to economic self-sufficiency). We will be using Reading Horizons Adult Reading & Literacy Materials and Software.
- Parenting Education (training for parents regarding how to be the primary teacher for their children and full partners in the education of their children), and
- Interactive literacy activities between parents and their children.

All four of these components will be present in order to meet the goals of the program, which are to:

- help parents improve their literacy or basic educational skills,
- help parents become full partners in educating their children, and assist children in reaching their full potential as learners.

## How Does Reading Horizons Fit into This Grant?

This grant requires research-based curricula and evidence-based interventions. Reading Horizons provides literacy programs for kindergarteners through adult learners that meet the criteria the Nevada State Literacy Plan considers as the elements of effective literacy. It is a multi-leveled, evidence-based intervention and remediation program based on student need. An integral part of a data-based decision-making campus, it provides teachers with the ability to continually monitor progress and make data-based decisions to inform instruction. It is used with children, age 4 through grade 3, and with Grade 4 – Adult learners. It can be used both in school and/or on the web, giving it greater flexibility in such a comprehensive program.

## Discover Intensive Phonics ( for Kindergarten through Grade 3) Product Description

### Discover Intensive Phonics: Scientific, Research-Based K-3 Instruction That Aligns with the Nevada State Literacy Plan

Discover Intensive Phonics is an explicit, systematic phonics program employing a multisensory approach to teaching basic word attack/reading skills. Based on the Orton-Gillingham principles of instruction, it is flexible in its presentation and can be used in the mainstream classroom for whole-group instruction, as a remediation program for small-group instruction (Special Education or Response to Intervention). It is also very effective with ESL/ELL students, having materials developed especially for this unique learner.

### How Is Discover Intensive Phonics Taught?

The program is taught through multi-sensory, direct instruction, helping students internalize decoding/word attack strategies for more accurate and fluent reading. Phonics lessons can be reinforced through the use of Discover Intensive Phonics computer software. Computerized lessons, practice sessions, and phonics activities correlate with every classroom lesson for individualized skill reinforcement.

The following describes how Discover Intensive Phonics incorporates the National Reading Panel's instructional recommendations into its product's scope and sequence of competencies. It is also correlated to the Common Core State Standard (CCSS).

#### 1) Phonemic/Phonological Awareness:

Phonemic/phonological awareness is the ability to notice, think about, and work with the

individual sounds in spoken words. Phonemic/phonological awareness is the single-best predictor of at-risk status for early reading difficulties. The Discover Intensive Phonics program provides comprehensive sections for assessing and teaching phonologic skills through both direct instruction and computer-assisted materials. Both mediums first address sensitivity to rhyme, followed by segmenting onsets, beginning with the task of syllable splitting. Full segmentation of all phonemes in words follows in this order: initial phonemes, final phonemes, and concluding with the medial vowel sound. Blending is addressed, and, finally, phoneme identification, dealing with the number of phonemes in a word is taught. Manipulation and substitution of phonemes is experienced throughout the course, using a “Word Builder.”

The Discover Intensive Phonics computer assessments include a nonsense words evaluation and a phonemic awareness evaluation. First, students read a series of nonsense words. If they make an error in pronouncing a word, that word is shown broken into individual phonemes. The administrator of the test then has the opportunity to indicate exactly which part of the word was mispronounced. At the completion of the assessment, a report displays phonemes consistently missed, allowing teachers to focus on the sounds perplexing that student. The phonemic awareness assessments provided in the courseware meet five of the seven criteria set forth in the DIBELS assessment.

Throughout the Discover Intensive Phonics course, highly interactive, multi-sensory, direct instruction and dictation is employed as the alphabet is introduced, over time, in letter sets of five, each set consisting of one vowel and four consonants. First, teachers help students learn to recognize the sounds of individual letters within the given set. At this time, students also learn the names of those letters and how they are formed. Next, students learn to blend consonant and vowel sounds and arrange those sounds and letters into simple, single-syllable words.

### **2) Phonics Instruction:**

Phonics instruction is the ability to draw relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. It teaches students to use these relationships to read and write words. Discover Intensive Phonics presents the 42 Sounds of English, using a uniquely crafted presentation. Within the cumulative sequence of image and sound, students receive explicit, systematic instruction identifying blends, Digraphs, diphthongs, and Special Vowel Combinations. Students are also immersed in language development, parts of speech, sentence structure, spelling, and handwriting skills. Moving through the logical sequence of information, each incremental step gives students continuous, intrinsic, positive reinforcement from the continual practice of previously learned skills. Discover Intensive Phonics demonstrates how to teach students to identify phonetic patterns, using the program’s unique marking system, which helps students examine, scrutinize, and memorize the internal structure of words. Predictable, consistent daily practice strengthens the visual memory system’s ability to recognize repeated word patterns and other pertinent visual cues.

### **3) Fluency Instruction:**

Fluency instruction is the ability to read text accurately and quickly, either silently

or orally. Discover Intensive Phonics takes much care, early in the course, to eliminate breaking words into individual sounds when pronounced. This is accomplished through use of the 'slide': a blending process in which students are taught how to pronounce words smoothly, moving left to right. Fluency creates a bridge between decoding and comprehension, because fluency is grounded in the principles of prior knowledge and predictability. In order to achieve fluent reading, practice materials must reflect prior decoding experiences. Fluency requires accuracy, and accuracy requires not only repetition of previously learned concepts but also the ability to make reasonable predictions about print and content. For these reasons, Discover Intensive Phonics supplies many guided-reading exercises and vocabulary-controlled reading passages that use carefully selected, decodable text that falls within a student's skill range, experience level, and expectations. Students frequently apply fluency skills in context using the software or the Student Workbook. First, students apply fluency skills when reading short, authentic texts, and articles that contain the *other* skills they are learning.

#### **4) Vocabulary Instruction:**

Discover Intensive Phonics incorporates vocabulary development immediately following the introduction of the first group of letters (b, f, d, g, and the vowel a), because vocabulary growth correlates strongly with the ability to read with understanding. As students learn to decode a new word, they simultaneously learn the word's meaning and usage. The word is then used in context and in creative writing exercises. Discover Intensive Phonics provides many opportunities for vocabulary development. The Reading Horizons v5 software includes a 10,000-word database to help students increase their vocabulary. Knowledge of word meaning and connotation helps in decoding and improves reading comprehension.

#### **5) Comprehension Instruction:**

Comprehension activities continue to grow sequentially more complex as additional consonant and vowel combinations are explored. Within the Discover Intensive Phonics program, word meaning is discussed regularly and naturally as each new word is introduced and displayed in writing. New words are also identified within other contexts and are demonstrated in students' guided creative writing exercises. As students increase in fluency and comprehension, higher-level passages are made available to them so they can continue to challenge themselves as they practice applying these solidly acquired skills.

### **Unique Marking System**

The Discover Intensive Phonics reading method utilizes a unique marking system that allows students to identify vowels, vowel sounds, digraphs, and so forth within whole words. Marking the words strengthens the visual ability to identify patterns and is always accomplished in a left-to-right sequence. The marking system and decoding process employed in *Discover Intensive Phonics for Yourself* provides a working knowledge of likely and unlikely sequences of letters and gives students the ability to easily break words into syllables.

1. sūn 2. hānd 3. gō 4. smile 5. traīn

## Multi-Sensory

*Reading Horizons (Gr.4-adult)* also uses this unique marking system that activates tactile, kinesthetic learners in this multi-sensory approach.

## Reading Horizons v5 Product Description (for Grades 4 through Adult)

### **Reading Horizons is Scientific, Research-Based Literacy Instruction in Alignment with the Nevada State Literacy Plan**

Reading Horizons is a program designed to enhance the reading effort of students from grade 4 to adult so that the act of reading becomes automatic, fluent, enjoyable, and meaningful. It is delivered via software and/or direct instruction, with accompanying materials.

#### **Five Pillars of Reading Instruction:**

The following overview demonstrates how the National Reading Panel’s instructional recommendations have been incorporated into the scope and sequence of Reading Horizons products.

##### **1. Phonemic Awareness:**

Training in phoneme identification, manipulation, and substitution is essential for early grades and is indispensable in deterring dyslexic tendencies. The basic fundamentals employed can easily be applied to older students. Phonemic awareness, not intelligence, best predicts reading success. Reading Horizons provides detailed lesson plans and assessment materials for teaching and assessing a student’s ability to identify initial, medial, and final sounds; rhyme; individual sounds within words; number of syllables in words; and number of words within sentences. Additional activities address manipulation and substitution of phonemes.

##### **2. Phonics Instruction:**

Reading Horizons teaches students letter/sound associations through multisensory direct instruction and highly interactive student participation. A unique marking system is employed in the program, helping students examine and scrutinize the internal structure of words and identify their likely and unlikely patterns. Students receive systematic instruction in identifying blends, the 42 sounds of the alphabet, and the phonetic patterns used to form English words. They are simultaneously immersed in language development, sentence structure, spelling, and handwriting skills. As students move through this logical sequence of information, each step provides constant, positive reinforcement of previously learned skills.

##### **3. Fluency Instruction:**

Fluent reading is established after the individual reads the word at least four times, using accurate phonologic processing (slow, accurate sounding out). Fluency is built word by word and is entirely dependent on repeated, accurate sounding out of the specific word. Fluency is not established by “memorizing” what words look like but rather by developing correct neural-phonologic models of the word. We now know fluency is not the apparent visual recognition of an entire word but rather the retrieval of the exact neural model, created by proper repeated phonologic processing. Reading Horizons teaches accurate phonologic processing and then offers repetition and guided practice. Early in the course, the program takes great care to

develop fluency. This is accomplished through the use of the slide: a blending process in which students are taught to pronounce words smoothly, left to right. In Reading Horizons v5 software, a library of over 225 leveled reading passages is used to further develop fluency. The students are given the option for word study, repeated practice, and guided reading within those passages. This process, coupled with the repeated practice of phonological processing, is the key to fluency.

#### **4. Vocabulary Instruction:**

Reading Horizons incorporates vocabulary development immediately following the introduction of the first letter set. As new words are introduced, students simultaneously learn each word's meaning and usage. Reading Horizons v5 contains a vocabulary tool that may be accessed at any time and includes vocabulary relating to the skills that are being learned by the student. Students are able to hear words pronounced, defined, and used in sentences. There are illustrations for words, where applicable, and students are able to phonetically decode each word, as well as pronounce and record it in order to compare their pronunciation with the narrator's. This database of over 10,000 words is available as a resource for students to search for words to help with building their vocabulary and to improve their reading comprehension.

#### **5. Comprehension:**

Reading Horizons addresses comprehension in several ways: First, the systematic, explicit, multi-sensory phonics instruction helps create neural pathways to make the decoding process automatic; second, every word is used in a context sentence, and vocabulary is built throughout the program; and finally, the library component offers comprehension questions, which assess necessary comprehension skills and guided practice to ensure proper application of comprehension strategies.

## **Professional Development Workshops for Teaching Phonics and Reading**

The professional development workshops sponsored by Reading Horizons show teachers how to teach phonics and trains them in the methods and tools that will ensure reading success in their classrooms. The workshops guide attendees step by step through the Discover Intensive Phonics or Reading Horizons approaches, beginning with the basic presentation of the names, sounds, and formation of the letters of the alphabet and working up to the decoding of multi-syllabic words. For detailed information on these workshops, methods of delivery and services provided go to:

<http://www.readinghorizons.com/solutions/training/index.aspx>

### **How much will the project cost?**

*Define project costs and expenses. Be sure to include everything from equipment to shipping to substitute teachers. Be realistic and accurate with budget information. List any other costs associated with the project (i.e. lunch for professional development, substitute teachers during training, etc.).*

### **Budget Narrative and Sheets**

Budget sheets for this RFA are located in a separate file titled NDE Budget Template at <https://bighorn.doe.nv.gov/sites/CommonCore/ccss/Pages/StrivingReaders.aspx>.

## How will you evaluate your project?

*Document how you will determine the success of the project throughout its duration. Detail how you will determine if your goals and objectives have been met.*

## What data will be collected?

**Sample-** To evaluate this project, we will use benchmarking data for students at the beginning and middle of the school year and final achievement results from the STATE Language Arts tests. In addition, data will be collected from continual progress monitoring and we will utilize the formative and summative assessment data to inform the next year of the grant. Participating older students will be tracked through high school and into college for information on their literacy levels, graduation status and college/career achievement.

## What is the Evaluation Design?

In Assurances #8 and #9 (RFA p.24) the local education agency will submit two annual summative evaluation reports for each grant year and two progress reports to NDE. The progress report forms will be provided by NDE so the evaluation design should be guided by those documents. In addition, an outside evaluation team will be determining the effectiveness of the grants so your school district should seek technical assistance from NDE in development of the evaluation design.

## Resources for Grant Writers

### Links:

1. **Nevada State Literacy Plan:**

<https://bighorn.doe.nv.gov/sites/CommonCore/ccss/Striving%20Readers/NSLP%202011%20FINAL.pdf>

2. **Response to Intervention:** national Center for Response to Intervention at <http://www.rti4success.org/>

3. **Education and Workforce Impact:**

*Help Wanted: Projections of Jobs and Education Requirements through 2018.* Jun 2010, Georgetown University, Center on Education and the Workforce at <http://cew.georgetown.edu/>

*The National Literacy Action Plan (Draft)* at <http://www.talkingpage.org/NIAP2007.pdf>

4. **Universal Design in Learning:** National Center on Universal Design for Learning at [www.udlcenter.org/](http://www.udlcenter.org/)

Center for Applied Special Technology at <http://www.cast.org/udl/>

5. **Family Literacy:** National Center for Family Literacy at <http://www.familit.org/>

6. **National Reading Panel Report:**

<http://www.nationalreadingpanel.org/Publications/publications.htm>

7. **Orton-Gillingham Reading Method:** <http://www.ortonacademy.org/approach.php>

8. **Dyslexia:** *Overcoming Dyslexia*, Sally Shaywitz, M.D., Vintage/Random House, New York, New York, 2003. [www.amazon.com](http://www.amazon.com)

Learning Disabilities Online at <http://www.ldonline.org/indepth/reading>

## Links to Discover Intensive Phonics & Reading Horizons:

1. Evidence Base: <http://www.readinghorizons.com/research/studies/index.aspx>
2. Research: <http://www.readinghorizons.com/research/packets/index.aspx>
3. Screen Shots: [http://www.readinghorizons.com/solutions/software/rh/screen\\_shots.aspx](http://www.readinghorizons.com/solutions/software/rh/screen_shots.aspx)
4. Methodology in Detail: <http://www.readinghorizons.com/tour/index.aspx>
5. Response to Intervention (RTI): [http://info.readinghorizons.com/rti-resource-center?utm\\_campaign=RTI-offers&utm\\_source=Homepage](http://info.readinghorizons.com/rti-resource-center?utm_campaign=RTI-offers&utm_source=Homepage) and <http://info.readinghorizons.com/reading-horizons-rti-reading-intervention-program/>
6. ELL Students: <http://info.readinghorizons.com/esl-reading-help>
7. Correlations to Nevada State Standards and CCSS Standards: <http://www.readinghorizons.com/research/states/nevada.aspx>
8. Features in Detail: <http://www.readinghorizons.com/method/features.aspx>
9. Assessments: <http://www.readinghorizons.com/solutions/software/rh/assessments.aspx>

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