

INSTRUCTIONAL TECHNOLOGY GRANT PROPOSAL

Name of Applicant: Ke'Ondra Clark

District/School: Cobb County/Harmony-Leland Elementary

Date: 4-22-19

Total Cost of Project: \$195

Title of Project: Read, Write, and Spiral into Success!

To what organization will you submit this grant application in the future?: Donors Choose

I. Why is this project important (In 2-3 paragraphs, describe the need for the project and its relevance to the shared vision for instructional technology)?

Being in the educational world, many educators understand that reading and writing are two of the most engaging but sometimes challenging subjects at times. In order to keep students excited about learning and motivated to learn new material, we have to tap more into the digital world and integrate technology tools that will prepare our students for future jobs and being great contributors to their communities. One of the goals in our school is to increase English Language Arts skills for all students. We consistently strive for new strategies and tools to reach this goal. Implementing technology resources will not only support this goal but also provide an opportunity for each student to interact more with technology and become intrinsic digital learners.

“The ISTE Standards for Students are designed to empower student voice and ensure that learning is a student-driven process” ([2019, ISTE](#)). We as educators strive for our students to have an empowered voice where they can feel free to share their thoughts and ideas. Teachers can combine both content standards and technology standards to enrich student-centered learning. Being in a Title I school consists of working with many students who are falling behind grade level especially with English Language Arts. Just like many schools, there are English Language Learners (ELL) and also students with disabilities in our school. Having technology resources that cater to every students' needs is very important and will hold a powerful impact on increasing higher order thinking skills as well as authentic learning.

3rd Grade English Language Arts Georgia Standards of Excellence (ELAGSE)

READING FOUNDATIONAL (RF)
➤ Print Concepts
Kindergarten and 1 st grade only
➤ Phonological Awareness
Kindergarten and 1 st grade only
➤ Phonics and Word Recognition
ELAGSE3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.
a. Identify and know the meaning of the most common prefixes and suffixes.
b. Decode words with common Latin suffixes.
c. Decode multi-syllable words.
➤ Fluency
ELAGSE3RF4: Read with sufficient accuracy and fluency to support comprehension.
a. Read on-level text with purpose and understanding.
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
d. Read grade-appropriate irregularly spelled words.

3rd Grade English Language Arts Georgia Standards of Excellence (ELAGSE)

WRITING (W)
➤ Text Types and Purposes
ELAGSE3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.
a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.
b. Provide reasons that support the opinion.
c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
d. Provide a concluding statement or section.
ELAGSE3W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
b. Develop the topic with facts, definitions, and details.
c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
d. Provide a concluding statement or section.
ELAGSE3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
c. Use temporal words and phrases to signal event order.
d. Provide a sense of closure.
➤ Production and Distribution of Writing
ELAGSE3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ELAGSE3W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
ELAGSE3W6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
➤ Research to Build and Present Knowledge
ELAGSE3W7: Conduct short research projects that build knowledge about a topic.
ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
ELAGSE3W9: <i>(Begins in grade 4)</i>
➤ Range of Writing
ELAGSE3W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

II. What would you like to accomplish (In 2-3 paragraphs, describe the project and list instructional objectives/project outcomes.)?

I would like for students to increase their reading and comprehension skills each quarter. (ELAGSE3RF4). This will be determined by using Developmental Reading Assessments (DRAs). Students will use *Spiral* to interact with other students and build communication skills using “Team Up.” They will be partnered into groups where they can communicate through typing (ELAGSE3W6) and also answer academic questions assigned by teacher. The class will practice writing (ELAGSE3W2), creating pictures to use for explanations to answer topic

questions, and engage in educational videos using “Clip” and “Quickfire” and then finally participate in whole/small group discussions using “Discuss” on *Spiral*.

With [Read & Write for Google Chrome](#), students will use this tool to assist with building reading and writing skills. This resource is very supportive with students who are English Language Learners (ELL) and also for any students who have disabilities. Students can be assisted with the tools programmed in *Read & Write for Google Chrome* such as read aloud, dictionary, text prediction, picture dictionaries and summary highlighters.

III. In what ways is this project an example of exemplary technology integration (In 2-3 paragraphs discuss your project regarding one or more of the following: LoTi, SAMR, TPACK, TIM, etc.)?

This project is higher on the LoTi level because it is student-centered ([2018, LoTi Connection](#)). The focus is clearly surrounded by the academic development of every child. Students will practice being leaders by creating their own writings and successfully completing content standards aligned with it. They will engage in authentic learning by writing pieces that are relevant and hold special meaning to them.

Once their work is complete they will get to share with peers and read one another’s work online. Students are more likely to put in a little more effort when they know that there will be an audience. This in return will result in higher levels of thinking and promote more student participation because the learner’s interest is involved. Children will achieve academic goals that will demonstrate content standards and they will even get to tap into some of the technology standards as well. So, not only will students build on their daily skills but they will also get to increase digital skills too which is a major plus in the education world.

IV. How will you complete the work? (Describe how the project will be completed.)

A. Describe how the instructional objectives/project outcomes will be met (2-3 paragraphs).

In order to accomplish each goal, I will begin with giving Developmental Reading Assessments (DRAs). These assessments will be administered at the being of each quarter to measure where every student’s current fluency, vocabulary, summarizing, and comprehension skills are. Then I will instruct students on a writing topic and allow them to free write on *Spiral* so that I can review their writings and determine what skills to focus on for mastery of content standards.

I will make sure to sign up for the laptop carts so that students will have equal access to *Spiral* and *Read & Write for Google Chrome*. They will have a set schedule and will be expected to follow all rules and be responsible digital learners. Students will continue to practice modeled writing skills and use *Read & Write for Google Chrome* as resource for support. Finally, students will complete a final writing using *Spiral* where both students and teacher can share feedback of students’ “glows and grows.” Depending on the students’

needs, they will either physically type their writings or verbally share their thoughts using a recording on *Spiral*.

B. Describe the time involved (project length including amount of time each day/week; include a timeline for planning and implementation).

Students will engage with learning tools at least three days out of the week. They will spend approximately one hour in total actively participating with both resources to strengthen reading and writing skills.

C. Describe the people involved (grade level/subject & # of students, teachers and/or staff, other stakeholders).

The third-grade teacher and the entire class (currently 19 students) will engage in using both technology tools. English Language Arts lessons will be taught to support reading and writing skills for all students.

D. Describe any professional development that you or others will complete prior to implementing the grant.

Teacher will continue to discuss strategies of building students' reading and writing skills with third-grade team during professional learning community (PLC) meetings. These meetings will consist of practice-based professional learning focusing on the enhancement of content standards.

E. Describe the materials needed for the project (provide links to relevant websites; include a written description of how the technology/ies will benefit students).

- A one year subscription to *Read & Write for Google Chrome* <https://www.texthelp.com/en-us/products/read-write/read-write-for-google/> for \$145.00
- A one year subscription to *Spiral* <https://spiral.ac/> for \$50.00

Both of these technology tools are excellent resources for student advancement in academic skills. What makes these tools beneficial to students is that it promotes the enhancement of four special skills known as the “Four C’s” which are communication, collaboration, critical thinking, and creativity. In the National Education Association (NEA) article it discussed how several leaders of all kinds were interviewed to identify the most important 21st century skills for K-12 education. They concluded with the “Four C’s” as being the most vital skills to support learning in the classroom (2019, NEA). Having unlimited access to *Read & Write for Google Chrome* and *Spiral* will give every child the opportunity to successfully learn and grow to the highest potential.

IV. What is the timeline for assessing accomplishments and objectives/project outcomes (In 2-3 paragraphs, describe the program evaluation procedure. Explain how each objective will be measured and how success will be determined.)?

Assessments will be given quarterly to track each student's progression in English Language Arts skills for reading and writing. Developmental Reading Assessments (DRAs) will be administered at the beginning of each quarter to measure where each student's fluency, comprehension, vocabulary, and summarizing skills are currently at. During each quarter, Running Records (mini DRAs) will also be given to monitor progression. Some comprehension assessments will be developed by teacher and will come from *Spiral*. The assessments will target comprehension using "Clip" and "Discuss." Students will be given multiple choice questions and also have to type answers to show their understanding of the specific topic and vocabulary. Also, to consider another alternative for students who have special needs, "Quickfire" will be used for students to record their answers as a form of demonstrating comprehension of material.

Success will be determined by the accuracy of each students' answers to each test, as well as advancing to the next reading level. Their ability to share mastery of material will be evaluated through increased fluency in reading, consistently answering comprehension questions with supportive details, accurately summarizing key details or events, and advancement in vocabulary skills. There will be observations throughout this period that will help the teacher to identify what skills students are achieving in and what weaknesses that each child has. Weekly teacher-student conferences will take place to discuss the "glows and grows."

V. How will the students be impacted by the project (In 2-3 paragraphs, include details regarding how the impact on students will be assessed and reported to students, parents, teachers, and others.)?

The great thing about tools such as *Spiral* is that it is very easy to provide quick feedback to students. Depending on which of the four tools (Quickfire, Team Up, Discussion, Clip) some of the assessments will automatically be graded once the teacher has "checked" all of the correct answers into the tests. This makes it easier for both students and teachers because they have less papers to grade which allows more time for conferencing and students get to receive quick feedback by seeing what answers they got correct and also where they made their mistakes.

Parents will receive reports stating how their child is improving on focused skills. Teacher will share updates of progression with collaborating teachers for students who are pulled out of the classroom for additional support. The teacher will also have conferences with parents to suggest helpful strategies that can support increase in student learning. Extensions will also be given in order to keep students working at higher levels and so that they can continue to exceed in their learning environment.

VI. What is the proposed budget? Include information on the following:

A. Materials/supplies

- A one year subscription to *Read & Write for Google Chrome* <https://www.texthelp.com/en-us/products/read-write/read-write-for-google/> for \$145.00
- A one year subscription to *Spiral* <https://spiral.ac/> for \$50.00

B. Equipment - Technology devices (laptop cart) will be provided by the school so no funding will be necessary (\$0.00)

C. Total Cost of Proposed Project (include a line item for any required professional development) - \$195.00

D. Additional Funding Sources - No additional resources necessary

V. List your supporting references.

ISTE. (2019). *ISTE Standards for Students*. Retrieved from <https://www.iste.org/standards/for-students>

Georgia Department of Education. (2015, April 15). *ELA Grade 3 Standards*. Retrieved from <https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-3-Standards.pdf>

LoTi Connection. (2018). *LoTi Framework*. Retrieved from <https://www.loticonnection.com/loti-framework>

National Education Association (NEA). (2019). *An Educator's Guide to the "Four Cs" Preparing 21st Century Students for a Global Society*. Retrieved from <http://www.nea.org/tools/52217.htm>