

Superintendent: Charles P. Littlefield, Ed.D
District: Hooksett SAU #15
Project Manager: Vincent Gartland
Position Title: Teacher
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A1. Description, Grades, Content

Our project, "By Book or By Nook: Reading Our Way Across the USA", proposes to use Nook eReaders in order to engage and motivate reluctant sixth grade readers. Research has shown that students who read independently become better readers, score higher on achievement tests in all subject areas, and have greater content knowledge than those who do not (Krashen 1993; Cunningham and Stanovich 1991; Stanovich and Cunningham 1993).

This project will bring geographical, cultural, and literacy connections for the students through the social studies and language arts curricula. Students will work together to answer the questions: "Where is something located? and "Why is it there?"

We propose that when reluctant readers are given an opportunity to use an eReader to read in place of traditional print text; they will become more engaged in reading. Data will be collected by method of NECAP, NWEA, and the Accelerated Reading Program to measure individual student progress.

A2. Essential question

Our project will answer the essential question: How can we engage and motivate reluctant readers? All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY and INFORMATIONAL texts. Recognizing a variety of texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs.

Students at all ability levels choose not to read for unknown reasons. It puts these students at risk of becoming non-readers that can affect their academic performance in all subject areas. Research has shown that students with increased intrinsic motivation are likely to read more frequently. According to Wigfield and Guthrie, 1997, there is a direct connection between amount and breadth of reading and reading achievement.

Using Nook eReaders students will self-select eBooks to be downloaded onto the Nook. Recognizing that student choice is a powerful motivator, the use of eReader technology and student choice of text will increase the students' intrinsic motivation to complete books.

D1. Impact, Need

The amount of free reading done outside of school has consistently been found to relate to growth in vocabulary, reading comprehension, verbal fluency, and general information (Anderson, Wilson, and Fielding 1988; Greaney 1980; Guthrie and Greaney 1991; Taylor, Frye, and Maruyama 1990).

Our project focuses on improving student achievement in reading and improving NECAP scores to the level of proficient or higher. Cawley Middle School has been a SINI school and has been working to improve our student achievement in reading and math on the NECAP assessment. It is our goal that all students will be proficient or higher by 2013. Engaging our reluctant readers through the use of the eReader (Nook) will help to advance their learning and help them build a lifelong love of reading and learning.

Currently, students are encouraged to read on a daily basis, participate in the Accelerated Reader Program, and keep track of their reading through communicating with their teacher in their reading log. These methods are effective with most of the student population, it is the reluctant readers that we want to engage. By integrating the technology of the Nook eReader, we hope to target the reluctant readers and have them view reading as fun and important to learning in all of the content areas.

As a way of engaging the 21st century learner, the students will be instructed on the use of SAKAI to keep track of their reading and to communicate with their teacher and peers. Students are quick to pick up technology as they are “digital natives” having grown up in the digital age. Through this technology, the reluctant reader will have a new way to interact with books and communicate with others.

D2. Content & ICT

SS: GE: 6:2.2: Describe how places and regions preserve culture.

SS: GE: 6.3.1 Describe how physical processes shape patterns in the physical environment.

SS: GE: 6:3.4 Explain how human activities influence changes in ecosystems.

SS: GE: 6:4.3 Understand the effects of movement on the characteristics of places.

SS: GE: 6:5.3 Appreciate how characteristics of different physical environments provide opportunities human activities or place constraints on human activities.

ICT Literacy

- (1) Develop knowledge of ethical, responsible use of technology tools in a society that relies heavily on knowledge of information in its decision-making;
- (2) Use in core subjects - Become proficient in the use of 21st century tools to access, manage, integrate, evaluate, and create information within the context of the core subjects of:
- a. Reading ;
 - b. Mathematics;
 - c. English and language arts;
 - d. Science;
 - e. Social studies, including civics, government, economics, history, and geography;
 - f. Arts; and
 - g. World languages;
- (3) Cognitive proficiency - Use 21st century tools to develop cognitive proficiency in:
- a. Literacy;
 - b. Numeracy;
 - c. Problem solving;
 - d. Decision making; and
 - e. Spatial / visual literacy;

READING GLEs

R-6-5 Analyze and interpret elements of literary texts, citing evidence where appropriate by..

R-6-5.1 Explaining or supporting logical predictions (e.g., providing evidence from text to explain why something is likely to happen next) (State)

R-6-5.2 Describing characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time (State)

R-6-5.3 Making inferences about cause/effect, external conflicts (e.g., person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., how the historical era influences the characters' actions or thinking) (State)

R-6-5.4 Explaining how the • narrator's point of view affects the reader's interpretation (State)

EXAMPLE: This story is told from Ted's point of view. What do you know about how Ted feels because he tells the story?

•R-6-5.5 Identifying author's • message or theme (State)

R-6-16

Generates a personal response to what is read through a variety of means and through... • R-6-16.1 Comparing

stories or other texts to related personal experience, prior knowledge, or to other books (Local)

•R-6-16.2 Providing relevant details to support the connections made or judgments (interpretive, analytical, evaluative, or reflective) (Local)

R-6-7.2 Using information from the text to answer questions related to main/central ideas or key details (State)

R-6-7: Demonstrate initial understanding of informational texts (expository and practical texts) by...

- R-6-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)

R-6-8.2 Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas (State)

R-6-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)

R-6-8.1 Connecting information within a text or across texts (State)

R-6-12.1 Using a range of self-monitoring and self-correction approaches (e.g., predicting and confirming, rereading, adjusting rate, sub-vocalizing, consulting resources, questioning, skimming, scanning, using syntax/language structure, semantics/meaning, or other context cues,) (Local)

R-6-13 Uses comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text. (Local)

EXAMPLES of reading comprehension strategies might include: using prior knowledge; sampling a page for readability; summarizing; predicting and making text based inferences; determining importance; generating literal, clarifying, and inferential questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); taking notes; locating, using, and analyzing text features (e.g. transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g. chronological, cause/effect, compare/contrast, proposition, description, classification and support, logical/sequential) (Local)

R-6-14.1 Reading with frequency, including in-school, out-of-school, and summer reading (Local)

R-6-14.2 Reading from a wide range of genres/ kinds of text, including primary and secondary sources, and a variety of authors (e.g., literary, informational, and practical/functional texts) (Local)

(See Appendix A)

R-6-14.3 Reading multiple texts for depth of understanding an author, a subject, a theme, or genre (Local)

R-6-17

Demonstrates participation in a literate community by...

- R-6-17.1 Self-selecting reading materials aligned with reading ability and personal interests (Local)
- R-6-17.2 Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others (Local)

D3. PBL Pedagogy

In order to answer the essential question: How can we engage and motivate reluctant readers? We have proposed the following project:

By Book or by Nook:

Reading Our Way Across the USA

Students in the sixth grade will “read their way across the USA.” This project will allow students to select books and read towards a common goal. For each book a student reads they will be given a marker that will be placed on a map of the US.

A kick-off assembly will be held to introduce the project to the participating students (rising fifth grade students) between April and June 2011.

Students who are not proficient in reading will be using Nook eReaders to “read their way across the USA.” All other students will be using traditional print books. These rising fifth grade students will be identified in the spring of their fifth grade year. We will use NECAP and NWEA data.

We will hold a parent information evening for our targeted group to discuss the project, explain about the eReader. Parents will have the opportunity to sign up for their child to participate. (Research shows that parental involvement is directly related to student achievement.)

In conjunction with the Summer Academy (already in place at our school), students will have the opportunity to begin the Nook program. Students will be able to choose the book(s) to be downloaded on to their Nook. Each book can be placed on 6 Nooks, so other students will have access to the books.

The students will receive training to properly operate and care for the Nook. (Barnes and Noble, Manchester has offered to provide this training for free). The students will sign a contract (along with their parent/guardian) stating that they have read the information and that they agree to the terms of the loaning of the Nook. As the Nooks will be transported between home and school, it is important that these contracts are signed. Each Nook will have a protection plan from the factory.

Reading Component

All students will be introduced to the project where we will explain the objective of the project: to see how many books it will take to read our way across the USA. (As each book read will be worth the same amount of “miles”, the length of the book will not matter.)

As students read and complete their books, they will take Accelerated Reader quizzes (part of the sixth grade language arts curriculum) which will count towards a pre-determined quarterly goal. The students will also be part of an online community through SAKAI. The students will receive training on how to use the discussion forum application.

Using the SAKAI forum, the students using the Nooks will belong to a Nook Book Club and through informal discussions, share recommendations for good books to read, write about their books, and be a support system for each other.

Along the way the principal will announce mini-mile stones as the students “read their way across the USA.”

At the end of the school year, there will be a celebration when the students reach their goal to “read across the USA.” All students will participate in a celebration and awards will be given for all the participating students.

We hope to see an increase in the number of students actively reading and

taking AR quizzes. By specifically engaging reluctant readers, we hope to see that NECAP and NWEA scores will increase.

Social Studies Component

Students will “visit” and “explore” major cities that they pass as they “read their way across the USA.” (The route to the west will be mapped out in advance.) The students will explore the Five Themes of Geography and build upon a geography unit that was taught at the beginning of the school year. Learning about and then creating a poster for each key city, along with the map of the US that will be used to measure their reading progress, will help to reinforce mapping and cultural skills.

Students will work in small groups to answer the two questions that geographers first ask when exploring a new location: “Where is something located?” and “Why is it there?”

For each city students will create tourist posters that will highlight the five themes of geography (Location, Place, Region, Human-Environment Interaction, and Movement).

The poster will be displayed in the classrooms and hallways of the sixth grade wing. As students learn about these cities it will give the students spatial awareness and connect geography and elements of science in our reading project.

Possible cities that will be researched: New York, NY, Lexington, KY, Miami, FL, Dallas, TX, Chicago, IL, Denver, CO, Las Vegas, NV, Seattle, WA, San Francisco, CA, Los Angeles, CA

D4. PD Goals

Teachers will become proficient in the use of the Nook eReader by attending free trainings offered by Barnes and Noble bookstore. Through these trainings the teachers will learn how the Nook works and with the assistance of the staff introduce and effectively use the Nook with our students. The teachers will also learn to upload purchased ebooks and tether them to other units, which will allow up to six students to read the same book at one time.

- With the guidance of the Hooksett Public Library staff the teachers will learn to effectively upload ebooks from the library onto the Nook eReader.

Understanding this process will allow us to enable our students and the media center staff to the same.

- Working with the school's media specialist and Network Administrator we will learn to use the school's SAKAI messaging system and other functions. By becoming proficient in the use of SAKAI we will be able to in turn teacher our students how to use the program to blog about books they are reading and communicate with other students and teachers.

Additional training option:

Membership to New Hampshire Society for Technology in Education (NHSTE)
\$25 each (\$75)

NHSTE Workshop: Tools for 21st Century Educators \$50 each (\$150)

Literacy For All Conference-Lesley University Literacy Collaborative \$265 each
(\$530)

Christa McAuliffe Technology Conference \$345 each (\$1035)

D5. Admin Support

We have support from the administration for this project. Our superintendent and principal have written letters of support and understand what our participation will require. We have attached their letters of support.

D6. New MG Teams

The team has participated in other Title II D mini grants in previous years.

D7. Teacher Prep

Student interns from Southern New Hampshire University regularly visit our school to observe classrooms and participate with classes. We look forward to their participation in this project.

D8. All Students

The design of this project supports students of all learning styles and needs. The eReaders have various features and functions that can provide accommodations such as: text-to-speech, variable text type and size, and word definitions that many students need to be successful with text based materials. The digital text in the Nook follows the Universal Design for Learning (UDL) principles by encompassing all types of learning. While the eReaders provides for a reading experience for a typical learner, the Nook eReaders provide other features. They are formatted to allow font size to be enlarged which assist students with limited visual abilities and those who perform best with a limited text display in order to process and comprehend reading material. The Nook is also formatted for audio text that will allow students to "listen" to the text as they follow along. According to an article in Education Week Digital Directions, "...because eReaders are not specifically designed for students with disabilities and do not have a stigma attached to them, struggling readers may feel more comfortable using the devices in front of their peers..." (Katie Ash, 2010).

D9. Presentations

It is the intention of the team to participate in several multi-school presentations including, but not limited to the following:

1. 2011 Christa McAuliffe Technology Conference, Manchester, NH (Fall 2011)
2. School-wide presentation and Instructional workshop at Cawley Middle School, Hooksett, NH (Fall 2011)
3. GMPDC eReader workshop, Manchester, NH (Winter or Spring 2012)

D10. Video

The team is proficient with technology and the use of video for iDVD and iMovie. It is estimated that there will be very little training needed to create the video. We have access to a media specialist and technology specialist should any additional training be needed.

Training will be needed on the use of SAKAI to help organize the implementation of the eReader program.

Outline for the video: The team will record all aspects of the project using an HD video camera beginning with the presentation of the eReaders to the students, parent information night, and the celebration night. There will also be a presentation of the data findings of student achievement from Performance Pathways.

C1. Scope of work

One of our district's core values states that it is our responsibility to ensure the success of all students in our school. With that stated, all decisions that are made have the philosophy that "kids come first." The district is very supportive with any initiatives that are designed to promote our students' learning.

These sixth grade teachers have worked together for eleven years (some longer), teaching social studies and language arts. We collaborate on a regular basis using our common planning time to plan interdisciplinary units. Using

Bloom's Taxonomy and the theories of multiple intelligences, our units are designed to engage and motivate the sixth grade students.

Our district provides many professional development opportunities for the staff to be successful. Recently we have received training from West Ed/Teach for Success, NHREADS, various differentiating instruction workshops, and training for SAKAI.

Recently three of the team members have received their M.Ed degrees. Professional improvement is important to be kept aware of best practices in education and to better meet the needs of the students. Because of the school's SINI status, intervention units have been developed through the formation of SINI teams to look at where the gaps in the curriculum might be. We utilized Performance Pathways to look at assessment data to identify students. We will look at the same data to identify the students who would benefit from the use of the Nook eReaders.

C2. Appropriate for District

Our school district has made a concerted effort to improve all students' NECAP scores, with several programs specifically aimed to students who have scored below proficient (1 or 2). We believe that the implementation of this program will help to improve our students' scores through increasing their amount of reading. The Accelerated Reading Program is another program that students use in their classrooms that allows students to take online quizzes after they have finished reading a book. This gives the student an opportunity for immediate feedback on their comprehension. It also provides the teacher with data to continuously monitor comprehension, track the time students spend reading, and difficulty level of the book.

C3. Structures, policies, procedures

The Hooksett School District has been strong supporters for teachers in their quest to develop innovative learning opportunities. Additionally, there are many opportunities to use technology at Cawley Middle School. There are two computer labs, a mobile laptop cart, as well as a mini computer lab in the media center. Each social studies classroom is equipped with an LCD projector and there are several interactive whiteboards in the school. There is also a document camera, several FLIP video cameras, digital cameras, handheld PDAs, and handheld GPS units. The administration supports and encourages the use of technology as the teachers prepare their students for the 21st century.

C4. Team Expertise

As a sixth grade teaching team, we have taught together for twelve years. Suzanne Campbell is a reading and writing specialist with her Masters in Education in Curriculum and Instruction with a specialization in Literacy. She has been teaching for 32 years, all in sixth grade. Suzanne is a Language Arts Curriculum Coordinator for the Hooksett School District. Carla Gallivan has her special education certification as well as her Masters of Education in Curriculum and Instruction with a specialization in literacy degree. She has taught fifth and sixth grade for over 25 years. She is also the Director of the Cawley Summer Academy. Vincent Gartland has been teaching for 12 years and has his Masters of Education in Curriculum.

The team knows the importance of using best practices to engage and motivate students. In order to improve student achievement, it is essential to increase student motivation to read. If a student hasn't learned to read they won't be successful when they must read to learn.

C5. Team & Admin Commitment

This project will support the district's goal that all students will score Proficient (3 or 4) or higher on the NECAP in 2013. Language Arts teachers will allow the targeted students to use their Nook eReaders in class and promote the use of the Nook. They will assist students in choosing books to download on the Nook.

Our school is involved in a local SAKAI collaborative that will provide our district training to use SAKAI. We will be able to train the teachers who are using the discussion board on SAKAI. This training is free.

We have also been offered free training from Barnes and Noble on the use of the Nooks and they have offered to attend a parent evening. An advantage of using Nook eReaders is that we can download books from the local library and libraries across the state. The local library will be available to assist students to download books on the Nook.

The district will support the program by allowing the team to attend mini-grant meetings and training sessions.

The team is proficient on the use of iDVD, GarageBand, and iMovie. We also have FLIP cameras to use that will help with presenting and sharing the lesson plans and materials with others.

C6. Extent of Impact within

26 sixth grade students will be directly impacted by the project as they will be using the Nooks on a regular basis.

140 sixth grade students will be indirectly impacted as they will participate in the project: "Reading Our Way Across the USA".

450 Cawley Middle School students will be indirectly impacted by the project as the goal of having all students improve their NECAP scores is realized.

3 sixth grade language arts and 5 sixth grade social studies teachers will be directly impacted as the students work towards their goal, measuring progress and participation.

25 faculty members will be indirectly impacted by the project as these students begin to show increased interest and comprehension.

4 district and school administrators will be directly impacted through improved NECAP and NWEA scores.

C7. Extent of Impact to Other Schools

Other schools will benefit from this project when the results and the project description are shared at the Christa McAuliffe Technology Conference and the mini-grant celebration. The project will also be shared at district workshops and with the teachers in the other two schools in the district.

B1. Item Descriptions

B1. Item Descriptions Equipment	There are no eReaders in our school. We will purchase 2 color Nook eReaders @\$242.50 ea. and 24 b/w Nook eReaders @\$144.53 each
Software	eBook software to download (each eBook can be downloaded on to 6 books) 166 @10.00 each
Supplies	We will purchase protective covers for the Nook eReaders 26 @ \$24.95 each
PD Events	2012 MiniGrant Celebration 3 teachers @\$100 each. Attendance at the Christa McAuliffe Technology Conference 3 conference registrations @\$345 each. Literacy for All Conference sponsored by the Lesley University Literacy Collaborative 2 conference registrations @\$265 each. NHSTE workshop: Essential Tools for 21st Century Educators 3 registrations @\$50 each.
PD Other	3 NHSTE memberships @ \$25 each. Substitute teacher costs for workshops/conferences 8 days @ \$75 each day.
Other 1	We will purchase protection plans to protect the Nooks against spills, drops, falls, broken or cracked screens for two years 26 @ \$40.00 each.

B2. Item Totals

B2. Item Totals Equipment	3954.00
Software	1660.00
Supplies	649.00
PD Events	2015.00
PD Other	675.00
Other 1	1040.00

New Hampshire School Administrative Unit #15

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Margaret W. Polak
Assistant Superintendent

Charles P. Littlefield, Ed.D.
Superintendent

Karen F. Lessard
Business Administrator

February 15, 2011

To Whom It May Concern:

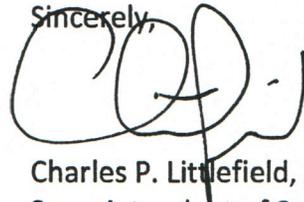
I am writing to state my support for the grant proposal application for a Classroom Technology Mini-Grant from the New Hampshire NCLB Title II-D Regular Funds for Round 9 Competitive Grants.

The Hooksett School District is committed to using 21st Century tools to meet the needs of 21st Century learners. One of our core values explains it like this,

"Twenty-first century instruction is necessary for twenty-first century learning. All members of our learning community hold the responsibility to value technology and achieve technological proficiency to prepare our students for future jobs, which currently may not exist. Customizable learning tools are used to access information and leverage each individual's learning style. With these technological skills, our students will be prepared to participate in the global community and compete in the global marketplace."

I have read the Request for Proposal and understand the requirements. The team has my full approval to fulfill the requirements should they be awarded the grant. I look forward to seeing these tools integrated into the classroom.

Sincerely,



Charles P. Littlefield, Ed.D.
Superintendent of Schools

DAVID R. CAWLEY MIDDLE SCHOOL

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STEPHEN HARRISES, PRINCIPAL
MATTHEW BENSON, ASSISTANT PRINCIPAL

ANNE MULLIGAN, GUIDANCE COUNSELOR
LEA BOISVERT, GUIDANCE COUNSELOR

February 15, 2011

To Whom It May Concern:

This letter is written to express my approval of the Cawley Middle School's application for a Title II-D Classroom Tech mini-grant. I have read the Request for Proposal 2010 - 2011, including the Application Directions, Participation Requirements, and Required Elements.

I support the grant application and will work closely with our staff to insure that the RFP is followed. This grant will support efforts to deliver 21st Century instruction to students. Thank you for this opportunity to enhance teaching through technology.

If you have any questions, please contact me at school at 603.518.5047.

Sincerely,

Stephen HARRISES, Principal
sharrises@sau15.net
Cawley Middle School

February 15, 2011

To Whom It May Concern:

Cawley Middle School would love to have a grant to purchase Barnes and Noble Nooks.

I was the first student to have a Nook at Cawley and it really helped me. My school has Accelerated Reader which are quizzes on the computer that you take after you finish reading a book. This program helps us to become better readers and is part of our language arts curriculum. Well, once I got my Nook, my Accelerated Reading grade improved like it never did before.

My Nook makes reading easier and more interesting. I used to have to carry several reading books to each class, but now I just buy the book and bring it to my classes. It makes things quick and easy.

I hope that you will award the grant to Cawley Middle School so that they can purchase Nooks. Each student's grade will improve and make reading easier for them.

Sincerely,

Ja'Kiea Williams
Seventh Grade Student