

A Grant Proposal to Study the Benefits of a Program for
Preschoolers Designed to Promote Reading Interest and
Motivation Among All Children

by

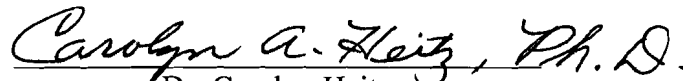
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A Grant Proposal Project Report

Submitted in Partial Fulfillment of the
Requirements for the
Master of Science Degree
in

Education

Approved: 2 Semester Credits


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July 2008

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Title: *A grant proposal to study the benefits of a program for preschoolers designed to promote reading interest and motivation among all children.*

Graduate Degree/ Major: MS Education

Research Adviser: Carolyn Heitz, Ph.D.

Month/Year: July, 2008

Number of Pages: 22

Style Manual Used: American Psychological Association, 5th edition

ABSTRACT

The grant project will focus on motivational and emergent literacy strategies for children ages 4 to 5 years at the Shining Star Preschool in Seattle, Washington. The anticipated outcome of this project will benefit children by increasing interest and motivation for reading and increase emergent literacy skills.

The project goals are:

1. To conduct a one year preschool program for 20 boys and girls ages 4 to 5 to improve emergent literacy skills and increase reading interest and motivation.
2. Data will be collected from all students entering the program to determine their level of literacy and their interest in reading.
3. Teachers will be trained in teaching strategies with the aim of improving reading interest, motivation and emergent literacy skills such as print knowledge, book knowledge, phonological awareness, phonics and writing.

4. Project goals and outcomes will be assessed by the principal investigator at the completion of the project.

Quantitative and qualitative data will be collected throughout the study and at its completion. Results will be disseminated the following fall of 2010 to local preschools and parents.

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Chapter I: Introduction

It is important for children to develop reading and writing skills during their preschool years. According to the National Association for the Education of Young Children (NAEYC), one of the best predictors of competence and ability in school is the level at which a child is progressing in reading and writing. The NAEYC also states that some of the most important years for literacy development are from birth through eight years old (NAEYC & IRA, 1998).

Researchers have found that boys are getting negative messages about their masculinity and reading derived from our culture (Kenney, 2007). According to Kenney, almost everyone who works with children is challenged by trying to engage boys in reading. Many strategies have been tested and used with boys to improve their reading skills. However, the research has all been conducted at the elementary level and so far no studies have been done with preschool age boys. A research project needs to be conducted before students enter kindergarten to ensure they are beginning school with emergent literacy skills, interest and motivation for reading.

A study was done in an elementary school in Colorado (King & Gurian, 2006) where a serious literacy gap was present between the boys and girls. Teachers introduced strategies to 3rd, 4th and 5th grade students which used the natural assets boys bring to the classroom (King & Gurian, 2006). At the end of the study the boys' scores in reading and writing showed a 24.4 percentage point gain and their interest and motivation for reading greatly improved.

Statement of the Problem

It is important to research the advantages of placing boys in a preschool program which includes male-oriented reading strategies. Introducing these developmentally appropriate practices may allow researchers to determine if this is a factor that increases

interest and motivation in boy readers. The results may support a preschool with a reading curriculum which includes strategies that promote emergent literacy skills for children and help boys become active, motivated and interested readers.

Purpose of the Grant Proposal

This proposal is to attain funding to research specific teaching strategies that will help children become motivated and interested readers. Students will begin school with literacy skills and motivation for reading. The outcomes from this project will not only benefit the students but will also have great advantages for teachers.

Assumptions

This proposal was written in response to a request from the U.S. Department of Education's Early Reading First program (Appendix B). There are no plans at this time for submitting this proposal.

Definition of Terms

Developmentally Appropriate Practices. "Developmentally appropriate practice requires that teachers integrate the many dimensions of their knowledge base. They must know about child development and the implications of this knowledge for how to teach, the content of the curriculum -- what to teach and when -- how to assess what children have learned, and how to adapt curriculum and instruction to children's individual strengths, needs, and interests. Further, they must know the particular children they teach and their families and be knowledgeable as well about the social and cultural context" (NAEYC, 1998).

Emergent literacy. "Reading and writing concepts and behaviors of young children that precede and develop into conventional literacy" (Harris & Hodges, 1995). Some skills taught during this developmental learning phase are book knowledge, print

knowledge, phonological awareness, phonics and writing. Whitehurst & Lonigan define the terms below as follows:

1. Book knowledge is “recognizing the differences between words and images in books” (n.d.).
2. Print knowledge is the “recognizing letters of the alphabet” (n.d.).
3. Phonological awareness is “understanding the words and images in books” (n.d.).
4. Phonics is “recognizing the sounds that letters make” (n.d.).
5. Writing is “understanding how text should look grouped together into words” (n.d.).

Expository text. (synonym for informational books) “Written discourse organized around abstractions about a topic or body of information; textbooks, essays, and persuasive arguments are common examples of expository text” (Bruning, Schraw, Norby & Ronning, p. 365, 2004).

Metacognition. “Knowledge about cognition; knowledge used to regulate thinking and learning” (Bruning et al., p. 367, 2004).

Self-efficacy. “Self-efficacy is the personal belief that students have about their ability to succeed at a particular task” (McCabe, p. 45, 2001).

Methodology

Chapter 2 will discuss the literature currently on literacy, research on gender gaps and specific strategies used to help decrease the gap. Chapter 3 will discuss the goals of the project and objectives in detail. Chapter 4 will explain the plan of action, provide a time line for the project, a detailed budget and an explanation of each item included. This chapter will also explain the evaluation tools needed and a dissemination plan.

Chapter II: Literature Review

Introduction

This chapter will discuss the current literature on gender based learning in literacy. It will begin by explaining the current information on public awareness and accountability for the gender gap in reading. This chapter will further examine statistics on this issue and explain why there is a problem and the potential outcomes from the literacy gap. Two case studies will be presented on strategies used in schools to help boys increase their literacy skills and the outcomes of those studies. Finally, teacher development in the area of reading instruction and specific strategies for working with boys and literacy will be discussed.

Current Status

Historically, females have been seen as superior readers. The public became aware of this in 1961 through a study on comprehension and vocabulary test scores (Brozo, 2006). A history of superior female readers has led to an expectation that boys won't be accomplished readers (Brozo, 2006). Studies and reading scores for decades have documented the largest gender learning gap is in literacy (Kenney, 2007). According to the No Child Left Behind (NCLB) Act of 2001, schools are held accountable for both males and females to have equal achievement scores (Chatterji, 2006). The states are also required to follow a precise timeline so that the achievement gap is closed between the different student categories by 2014.

Statistically

The strongest predictor of school success is competent reading (Struggling male readers, 2007). The National Association for the Education of Young Children has set a standard for early literacy development stating that each child must have opportunities every day to experience different types of literacy (n.d.). Beginning in elementary school,

boys score significantly lower than girls on standardized tests explaining why more boys than girls are in corrective and remedial programs (Brozo, 2006). Writing skills are highly important to children's reading instruction (Williams, 2004). The latest National Assessment of Education Progress shows that in writing, only 16% of males score proficient or above compared with 32% of females (*Attention deficit on boys*, 2008). In one study of 2296 students from the Early Childhood Longitudinal Study (ECLS) of kindergarten through first grade found that significant differentials were found in boys and girls literacy and continues to increase by the end of the first grade (Chatterji, 2006). According to Chatterji, the prior reading measures of children predicted significantly how they did in the first grade. The ECLS research study also found that third grade girls were better at inferences and deriving meaning from text. In yet another study of over 3000 students revealed that girls were outperforming boys in literacy by 15% in secondary and middle schools (Media Watch, 2007).

The Problem

Scientifically. Studies have shown that background factors such as being a particular gender could be a reason for lower achievement in certain subject areas such as boys being better at mathematics and girls being better at reading (Chatterji, 2006). Researchers also believe that biologically, boys are intrinsically motivated to act, not to sit and read (Kenney, 2007).

Socially. On the socialist side, researchers believe that culture is embedding negative messages about masculinity and reading (Kenney, 2007). This may create a sense of low self-efficacy in reading whereby boys have negative views toward literacy and low motivation for learning (McCabe, 2001). Teachers, administrators and parents all have expectations that are gender-based which are different for boys and girls both in

quantity and quality (Sanford, 2005). These perspectives toward their achievements concerning gender affect their opportunities for engaging in literacy activities.

Outcomes. Society is becoming increasingly verbal and requiring excellent literacy skills (*Attention deficit on boys*, 2008). Many jobs considered blue-collar are requiring post-high school training or degrees. The college population by 2014 is expected to be 60% female and can be explained in part due to the weaker reading and writing skills of boys. Having good literacy skills are important for getting into college, understanding math and science, graduating and getting a job.

Studies on Gender and Literacy

Gender-Based Strategies. A study done at an elementary school in Colorado showed the girls were outperforming the boys in literacy by a 13 point gap, according to the Colorado State Assessment Program (King & Gurian, 2006). The school introduced reading strategies that were more boy-friendly and in one year were able to close the gender gap; the reading and writing performance of girls also improved. As the highest achievement gain of any school in the district, the boys had a 24.4% point gain and the girls a 19% point gain in reading and writing.

The strategies used focused on the natural assets children bring to the classroom. They used the boys' physical aggression and single-task focus as a basis for lessons. The school introduced experiential and kinesthetic learning opportunities into lessons, such as arranging learning cards across the floor to create an activity which is task-oriented and allows for physical movement. This helped the boys use their neurological strengths so they remain attentive and energized. They also created storyboards to help students create a bridge to what they are thinking and what they put down on paper. Final strategies that were used in the study were 1) allowing the students to choose the topics that appealed to them and 2) providing male role models that would visit the classroom to talk about their

favorite books and share their own writing. This study suggests that many of these strategies are used in the classroom by teachers already but perhaps not done so in an organized and scientific way by connecting brain science to classroom practice.

Reading Club. Welldon studied boys' interest and motivation toward reading by creating The Cool Guys Reading Club at an elementary school. Boys would get higher level belts, like in karate, for answering more challenging levels of comprehension questions (Welldon, 2005). There were minimal performance demands and high internal motivation as they were not competing with other classmates but working toward the ultimate reward of getting their black belt. Results showed increased interest in reading from boys, more library use and discussion of books read.

Teacher Development

Research links certified teachers and student achievement to the strong need for professional development of teachers (Chatterji, 2006). It is recommended that teachers be taught about helping students with comprehension, motivation and vocabulary (*Adolescent Literacy*, 2007). Teachers also must understand why certain strategies work, not just which to use so that they can use these strategies based on foundational principles (*Adolescent Literacy*, 2007). Some of the foundational principles are:

- 1) being able to connect prior knowledge to new material to create new understanding,
- 2) be able to motivate learning and sustain it,
- 3) be able to recall information in the long term and encourage independent learning,
- 4) help understand critical thinking and metacognition and assessment for further growth.

It is highly important for teachers to balance the immediate interests of their students while preparing them for the future (Seitz, 2007). Teachers must also provide varied opportunities to help all children develop vocabulary through books, experiences, field trips and conversation (NAEYC, n.d).

Specific Strategies to Engage Boys in Literacy

Personal Connections. Creating an environment where discussion is inquiry based will help readers make a real-life connection to the content (Seitz, 2007). It is also important to connect boys and their specific hobbies, their aspirations, passions and experiences with reading to create meaningful literacy development (Brozo, 2006). By immersing totally in a literacy activity there is a possibility for students to understand on a personal level (Seitz, 2007).

Role Models. An important strategy to engage boys in literacy is to provide connections with caring male role models (Brozo, 2006). Having male teachers, male librarians and pictures of athletes on posters will create positive social views about masculinity and literacy (Kenney, 2007). Temple et al. also suggest that by providing men and older boys who read as role models helps to ensure that boys will not continue to be part of the troubled readers category (2005).

Informational Text. Recent research shows that young children respond positively to teaching from expository texts (Bruning, 2004). In a sample of first grade classrooms studied only 10% of books in a classroom were informational and only 3.6 minutes a day were spent on activities with informational texts. Teachers should have collections of books that boys enjoy reading; studies have shown that boys enjoy nonfiction, comic books and manuals (Kenney, 2007).

Building on Resources. Brozo feels that by building on the resources that boys bring to school, looking at their personal needs and competencies instead of seeing them

as impediments, boys will be motivated to read (2006). Boys in a preschool program who are in the initial stages of their reading instruction may also show signs of left dominance (Temple, Ogle, Crawford & Freppon, 2005). These boys need to have more time provided to them for reading. It is also important to allow them more physical movement while reading, for example, lying on the floor with a book.

Chapter III: Project Goals and Objectives

This chapter will discuss the goals and objectives for this of this project. It will also state the significance of conducting this research.

Goal 1: Improving Interest and Motivation

The first goal of this project is to create a developmentally appropriate preschool program lasting one academic school year for children ages 4 to 5. The program will focus on improving interest and motivation for reading by using research based strategies.

Students will be exposed to a wide range of literature. Variety in literature helps students identify with material that meets personal interests, therefore, increasing motivation to read. Varied text choices include informational books and magazines as well as traditional fictional children's books.

Teachers will use strategies based on best practices from current research. According to NAEYC, developmentally appropriate teaching and experiences help support literacy learning (1998). Teachers will implement specific lesson plans as outlined in the *Action Plan and Timeline* section in Chapter IV. Gender specific strategies have been used in classrooms for older boys in research programs that can be formatted for use with younger children. Some of the strategies include: reading materials specifically aimed at boys, using male teachers as role models, and using interactive reading strategies.

Goal 2: Data Collection

Data will be collected from all students entering, during and at the completion of the program to determine their interest in reading and other factors present that affect reading interest and motivation.

Teachers will answer questions in a short interview.

Teachers will administer the Pearson assessment tool, Get Ready to Read for Early Childhood Education. The students' emergent literacy skills will be tested and recorded.

Teachers will record students' literacy choices on a daily basis. Teachers will be asked to monitor individual students during the periods in class where the students are given choices of activities. Teachers will record students choices and specifically how often literacy activities are chosen by individual students. Student interest and motivation level based on the teachers' recordings will be analyzed by the principle investigator.

Goal 3: Teacher Training

Teachers will attend training sessions on specific strategies aimed at improving young boys' interest in reading.

Workshops will be conducted to assist the staff in learning new strategies prior to the beginning of the school year and again mid-term.

Materials will be provided to teachers that are designed to promote reading interest and motivation.

Goal 4: Goals and Outcomes

Project goals and outcomes will be assessed by the principle investigator at the completion of the project.

Interviews will be used to assess the effectiveness of the project.

The Pearson assessment tool, Get Ready to Read, for Early Childhood Education, will provide evidence of student emergent literacy skills. The level of print knowledge, book knowledge, phonological awareness, phonics and writing will be determined by the Pearson evaluation.

Recorded evidence of student's literacy choices will be compiled.

Data will be collected mid-year and again at the end of the year.

The future of the program will be determined based on results of assessments and availability of funding.

Significance Statement

The outcomes from this project will benefit children by an expected increase in motivation, interest and emergent literacy. These students will have more confidence in their abilities and more interest in a wide variety of subjects. When students have improved literacy skills it allows for more diverse instruction and involvement in the classroom benefiting both teachers and students. Preschool teachers will gain knowledge of developmentally appropriate practices along with an awareness of the emergent literacy skills that promote these practices.

Chapter IV. Project Methodology

In this chapter I will begin by discussing the plan of action this research project will take. I discuss the plan of action for the project and have also included a time table. The evaluation plan and tools necessary to assess and evaluate the children's pre-reading skills and teachers assessments of the children will be discussed next. This chapter will also discuss the dissemination plan and provide a detailed budget along with a narrative justifying the budget.

Action Plan and Timeline

Both teachers in this study will attend a teacher training session pre-term where they will learn from a professional trainer specific, research-based strategies to help increase interest and motivation toward reading. They will also attend two more training sessions throughout the term to practice and evaluate current lesson plans and learn new strategies. The teachers will continue to use the new approaches daily in their lesson plans throughout the term in alignment with goals and objectives 1 and 3.

The National Association for the Education of Young Children (NAEYC) has outlined a number of developmentally appropriate teaching activities that will help support literacy learning (1998). The NAEYC's strategies will be taught to the teachers during their training sessions and will include, but not be limited to, the following:

1. The teacher will engage in conversations with individual students and model writing and reading behavior. They will also help foster enjoyment and interest in reading. Book knowledge, phonological awareness and writing will be taught in these activities.
2. The environment will be print-rich so that children are able to see varied purposes for written language. Teachers should draw attention to letters and

words. Phonics, phonological awareness, book knowledge and print knowledge will all be taught in these activities.

3. High quality books should be read to children that reflect on their identity, culture, home and language in a positive manner. Book knowledge will be taught during these activities.
4. Children need opportunities to talk about what they have read and also learn the parts and sounds of language. Both phonics and phonological awareness will be taught during these activities.
5. They must have opportunities to engage in play incorporating literacy tools.
6. Children need to have experiences to help expand their vocabulary such as field trips (NAEYC, 1998).
7. Allowing students to choose the topics that appealed to them and provide male role models that visit the classroom to talk about their favorite books and share their own writing (King & Gurian, 2006).

At the start of the term the teachers will assess each child's reading readiness skills using the Pearson's Get Ready to Read assessment tools. The students will be assigned numbers by the teachers based on gender for the principle investigator to protect the children's privacy. Teachers will administer a final assessment post-term and provide the results for the principle investigator. Both teachers will complete a questionnaire mid-term and post-term (Appendix C) to assess how they view the strategies and if they feel they are useful tools to help increase motivation. Data will be collected and compiled in alignment with goals 2 and 4.

Table 1: Project Time Line

August 2009	Teacher Training
September 2009	School term begins – assessment of each child using Pearson’s Get Ready to Read tool
October 2009	Reading class continues – Local male writer volunteer
November 2009	Reading class continues – Library field trip
December 2009	Month break from class – assessment of teachers collected and evaluated - Teacher training
January 2010	Reading class starts again – Library field trip
February 2010	Reading class continues – Local male writer volunteer
March 2010	Reading class continues – Library field trip – Teacher training
April 2010	Reading class continues
May 2010	Final evaluation and assessment for evaluation of project goals collected
June 2010	Final evaluation and assessment analyzed

Year-long activities include:

Strategies taught by trained teachers for motivating boys to read

Recording of literature used in the program

Documentation of the usefulness of teaching strategies

Assessments of boys increased motivation toward reading and reading readiness skills

Evaluation Plan and Tools

Evaluations and assessments will be conducted pre, mid and post terms. The Pearson assessment tool, Get Ready to Read for assessing preschool age children in their awareness and readiness for reading, will be used to determine the children’s emergent literacy skills both pre and post terms. It will determine the level of print knowledge, book knowledge, phonological awareness, phonics and writing skills the children have. This tool is research based and is included in the budget. The teachers will conduct the assessment using the manual and screening tool after viewing the training video. The children’s interest in reading will be recorded pre, mid and post term by their teachers. The students will be given choices of activities immediately following circle time and each time they choose a literacy activity it will be recorded. A questionnaire will also be given to the teachers both mid-term and post-term to determine the usefulness of the

strategies and to assess the level of interest for reading throughout the year of each student. Again the project director will collect and compile the data from the questionnaires.

Dissemination Plan

The research findings will be disseminated in the fall of 2009 after the school year begins. The project director will be responsible for working with teachers and the community for help with the dissemination. On a local level we will work with the Shining Star Preschool to hold conferences with other early childhood educators in the surrounding area. We will make available to parents of young children seminars sharing research findings, information on the strategies used and what they can do at home to help their children build interest, motivation and emergent literacy skills. Bulletin boards in the schools and community centers will help connect parents in the community to our seminars. The preschool's website will also have information regarding the results of the research project.

Budget

Budget Justification

Key Personnel:

Teachers 1 & 2 – Each will function as a lead teacher in the classroom, will have an early childhood education endorsement and have a reading teacher certification. They will complete the initial training given by the trainer, listed below under *Other Personnel*, and two mid-term trainings on instructional techniques for encouraging boys to be motivated and interested readers. Each teacher will evaluate and assess the boys' progress at mid-term and again at the conclusion of the project and will also be asked to keep weekly journals on the boys' progress. An hourly wage of \$16, two hours a day for two days of training will be their compensation for attending training sessions outside of regular work hours.

Other Personnel:

Teacher Trainer – The trainer will have a Masters in Education, a reading teacher certification and an early childhood endorsement. They will have a working knowledge of strategies for struggling readers with a focus on boys. The trainer will also have researched strategies for motivating boys to become interested readers. The trainer will provide examples and strategies for the teachers to use in their classroom. They will also demonstrate how to use the strategies and provide written, detailed lesson plans. The trainer will be paid \$30 an hour for four hours of instruction for two training sessions.

Bus Driver – The bus driver will have a license to drive a school bus and experience demonstrated from their current position at the preschool. The bus driver for the school will be employed to drive the class to the library and back on three separate occasions during the project. The bus driver will be paid an hourly wage of \$12.08 for three trips totaling three hours.

Employee Benefits:

Both of the teachers in this project are full-time employed teachers at the preschool and are provided benefits from the school. The teachers will be paid their hourly wage for attending the training sessions outside their normal contracted hours.

Travel:

A total amount of \$175 is requested for travel expenses for the project. Of the total amount, \$150 is requested for the two teachers and the trainer attending the training sessions. This will cover gas, lunch and snack for all three. An additional \$25 is requested for gas used by the bus to take the class and teachers to the library three times during the project.

Materials and Supplies:

An amount of \$1000 is requested for materials necessary for the project. This money will cover the expenses of new books, magazines, DVD's, CD's, the Pearson Assessment tools and materials necessary for conducting plays and art supplies not provided by the school.

Consultants and Contracts:

There will be two volunteer authors visiting the class during the project. An amount of \$50 is requested to reimburse them for gas and provision of lunch (2 separate occasions).

Table 2: Detailed Project Budget

Grant Period: from 08/01/09 – 6/30/10
 Project Period: from 08/01/09 – 06/30/10
 Project 10 months

Budget Summary**A. Budget Items Requested****Direct Costs:**

1. Teacher Salary (Professional employee)	\$ 64.00
2. Teacher Salary (Professional employee)	\$ 64.00
3. Trainer Salary (Professional employee)	\$ 120.00
4. Bus Driver	\$ 36.24
5. Employee Benefits	\$ 0.00
6. Travel	\$ 175.00
7. Equipment (Purchase)	\$ 0.00
8. Materials and Supplies	\$ 1000.00
9. Consultants and Contracts (including travel)	\$ 50.00
10. Other (equipment rental, printing)	\$ 200.00
Total Direct Costs (add 1-7 above):	\$ 1709.24
Indirect Costs: 3% MTDC	\$ 51.28
Total Requested:	\$ 1760.52

B. Project Costs not Requested (institutional and other support):**Direct Costs:**

1. Salaries and Wages (professional and clerical employees)	\$ 240.00
2. Employee benefits	\$ 0.00
3. Travel	\$ 0.00
4. Equipment	\$ 0.00
5. Materials and Supplies	\$ 200.00
6. Consultants and Contracts	\$ 0.00
7. Other	\$ 0.00
Total Direct Costs (add 1-7 above):	\$ 440.00
Indirect Costs:	\$ 0.00
Total institutional and other support:	\$ 440.00

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Appendix A: Cover Letter

June 1, 2008

Supervisor of Proposal Processing
U.S. Department of Education
Washington D.C. 20202-4651
USA

Dear Grant Officer,

The Shining Star Preschool would like to submit a proposal to the U.S. Department of Education's Early Reading First Program requesting \$12,629.24 to support a research project that will help preschool age boys become motivated and interested readers. I am submitting a proposal as your guidelines requested.

The Shining Star preschool is dedicated to the educational and emotional success of each child enrolled in their school. The school works with children in every area of academia to ensure success in the elementary years of school. The issue of boys losing interest and motivation for reading is becoming increasingly more prevalent due mainly to lack of strategies focused specifically for boy readers. Boys who struggle to read have difficulties in virtually every area of academia.

It is important for further research to be done in the area of boys reading strategies. Research has been done at the elementary level with positive results. Findings from research done at the preschool level may encourage early childhood educators to use specific strategies to help boys read before they begin elementary school.

Please feel free to contact me, program director, Kathleen Bagmanov at 206-419-5982 or email kbagmanov@gmail.com with any questions you may have. Thank you for your consideration for this proposal.

Sincerely,

S. Kathleen Bagmanov
Program Director

Appendix B: Grant Foundation Proposal Request

U.S. Department of Education
Office of Elementary and Secondary Education
Student Achievement and School Accountability
Washington, D.C. 20202-6132

Fiscal Year 2008

Application for New Grants Under
the Early Reading First Program

CFDA 84.359A - Pre-Application

CFDA 84.359B - Full Application

Dated Material - Open Immediately

Closing Dates for Application Transmittal

Pre-application Closing Date: February 1, 2008

Full Application Closing Date (for invitees only): April 18,
2008

Approved OMB Number: 1890-0009

Expiration Date: 06/30/2008

Appendix C: Questionnaire for Teachers

2 Pages

Please complete and return in the provided sealed envelope by tomorrow 5 pm.

Please do not sign your name.

1. Do you feel the strategies taught in the teacher workshop are effective for helping increase interest and motivation for reading? (scale of 1-5, 1 being not effective and 5 being extremely effective) If so, please give examples.

2. Which of the strategies taught in the teacher workshop do you feel are the most effective (please list all that apply)?

3. Are there any strategies taught in the teacher workshop that have not been effective in your instruction?

If so, please list all that apply.

4. Have you noticed an increase in interest and motivation for reading in any of the children in your classroom? (on a scale of 1-5, one being no increase and 5 being major increase)

If so, how many of the children have shown an increase?
How many of them are boys?

5. Can you identify factors not covered in the teacher workshop that may contribute to a lack of interest and motivation for reading, specifically in the boys you currently work with for this project?

If so, please explain.