

# **WE BOTH READ®**

## **Treasure Bay Grant Template**

*Treasure Bay* offers a variety of books and materials that encourage parent involvement in reading, including the **We Both Read®** series, which offers a unique shared-reading format. Your school or school district may already have funds available that can be used to purchase these books (e.g. Title I funds). Should that not be the case, this grant template document provides information to help you easily write grant applications to purchase *Treasure Bay*'s books through available funding sources. Another available document, titled "[Treasure Bay High-Level Funding Sources](#)," provides information and web links for specific federal and private funding sources that are appropriate for these books.

Writing a grant for funding can be as simple as a one-page online application or as detailed as applying for a federally-sponsored grant, requiring considerably more information and time. This document provides information you need, in a plug-in format, to help you as you apply for funding. If you need additional information not listed or have suggestions for areas that could be added in this document in the future, please contact Gloria at *Treasure Bay* (e-mail: [customerservice@webothread.com](mailto:customerservice@webothread.com)).

*Grant Seeker Note:* Some funding applications may not require all the information provided in this document, while other applications may require additional information that is not provided. It is very important to follow the funder's specific application directions.

This document is divided into five sections. Each section provides information required in *most* funding applications. Each section has information that you can copy and insert into the appropriate areas of your applications. The five sections are:

[Section 1.0: Product Overview](#)

[Section 2.0: Product Configuration/Pricing/Contact Information](#)

[Section 3.0: Product Effectiveness](#)

[Section 4.0: Treasure Bay Corporate Information](#)

[Section 5.0: Educator's Preparation Page](#)

## **Section 1.0: Product Overview**

### **1.1 We Both Read Product Description:**

<http://www.webothread.com/server/TreasureBay/website/main/scripts/default.asp>

The *We Both Read* series has been designed specifically to help foster parent involvement in reading. Each book in the series offers an interactive format, in which a child takes turns reading aloud with a parent or tutor. The books invite the parent or tutor to read the left-hand pages. Then, for their turn, children are encouraged to read the right-hand pages, which feature less complex text and storyline, specifically leveled to their ability.

In addition to being used as "take-home" books to read with parents, schools also use the *We Both Read* series in many other ways, including use in the classroom for buddy reading and tutored reading. Whether used in the classroom or at home, *We Both Read* has proven to be a very effective way to significantly increase reading time and improve reading fluency.

Featuring a wide range of fiction and nonfiction subjects and reading levels (K-3), the *We Both Read* series benefit students from low to high reading abilities. Plus, the *We Both Read* format has proven to be particularly effective with reluctant and struggling readers. For struggling readers, reading time is often a very frustrating experience—for both the children and their parents. The result is little desire to spend much time reading. In contrast, *We Both Read* reduces frustrations and makes reading fun. Children get to practice reading at their level of ability and they also get to relax and listen as the fluent reading of

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more complex text is modeled for them. The results are increased enthusiasm for reading as well as increased comprehension, fluency, and support for children's decoding skills.

The popularity of the series is assisted by its high quality of writing, illustration, and photography. Writers include Dev Ross, best known for writing many of *The Land Before Time* movies, and Sindy McKay, Emmy-Award winning writer for *The Muppet Babies* and the PBS series, *Clifford, The Big Red Dog*. Illustrators include the Hautman Brothers, who are among the most famous artists of American wildlife, Tim Raglin, whose work includes *The Wolf Who Cried Boy*, and Meredith Johnson, who has illustrated 100 children's books.

*We Both Read* titles are available in Reader-Size Paperback and Hardcover editions. Some titles are also available in other editions, including Picture Book Editions, Big Book Editions, and Spanish Editions.

The *We Both Read* series is augmented with two other series from *Treasure Bay*, which also offer parent involvement benefits. First, the *Photo Adventure* series offers alternating text for a parent and child (or for buddy reading) in a fiction/nonfiction hybrid featuring an adventure story combined with fun facts and spectacular photography. Next, each book in the *Half and Half* series promotes interest in nonfiction material by beginning with a fictional story followed by a section of informational content related to the subject of the story.

Further support for parent involvement is offered through a teacher resource book, *Involving Parents in Their Children's Reading Development: A Guide for Teachers*.

### **1.2 Key Element Alignment:**

The company's philosophy is to create motivating, reading experiences between parent or tutor and the child that assist the child in becoming a fluent reader. Key elements of the *We Both Read* series that could be used to align to specific grant requirements are listed below. Depending on the grant, all or only some of the elements would be appropriate.

- Motivation and Parental Involvement** – The forefront of *Treasure Bay's* development focuses on the child's motivation and parental involvement as it relates to reading. The *We Both Read* series:
- Follows President Obama's suggestion that "*Responsibility for our children's education must begin at home. There is no program or policy that can substitute for a parent, for a mother or father who will...read to their child.*" (February 24, 2009)
  - Incorporates an intergenerational model of learning, encouraging a special bond between parent and child.
  - Creates cherished memories for children of reading together with their parents and helps create life-long readers.
  - Enhances the child's ability to fluently use language through modeling by the parent and increases the child's vocabulary and general knowledge.
  - Reduces a child's frustration with reading and makes reading fun.
  - Conveys the importance of reading and encourages the child to take pride in the accomplishment of reading.
  - Makes stories come alive to the child by modeling changes in voice or pace, using sound effects or motions.
  - Introduces biographies, non-fiction, fiction, humor, adventure, inspiration, and imagination.
  - Familiarizes children with the parts of a book, the beginning, middle, and end.

**Series Structure** – *Treasure Bay* uses elements of scientifically-based reading research to create the series structure. The *We Both Read* series:

- Offers an interactive format which allows a parent or tutor to assist a beginning or struggling reader as they take turns reading aloud.

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- Provides a design structure that maximizes student learning by having the parent or tutor read the left-hand page of the book while the child is encouraged to read the right-hand pages, which feature less complex text and storyline, specifically leveled to the child's ability.
- Presents a text format that includes modeling of fluent reading (including introduction of higher-level vocabulary and more complex sentence structure during the times the child is listening to the adult read), repetition of key vocabulary on child's page, and shared and repeated reading.
- Fosters a scaffold approach to learning including six different reading levels including books appropriate for emergent and beginning readers, as well as books for more advanced readers who may still be struggling to read fluently.
- Includes content that generates significantly higher interest for a given reading level, making the books one of the best series for "high-interest low-level" reading.
- Provides variety in formats...Reader-Size Editions, Picture Book Editions, Big Book Editions, and Spanish Editions.

**Pedagogy** – The *We Both Read* series follows sound pedagogy. The series:

- Encourages practice for the child and, in addition, the child listens to fluent reading as more complex text is modeled for him or her.
- Increases enthusiasm as well as increased comprehension, fluency, and support for decoding skills.
- Fosters discussion when teachers use the *We Both Read Big Books* in group settings – encouraging early readers and even pre-readers to participate in the shared-reading and discussion of the story.
- Encourages parental involvement in their child's education.

**Research** – The results of an independent research study using the *We Both Read* series demonstrated:

- *Increases fluency...*
  - Versus other books for at-home reading, the use of the *We Both Read* series resulted in significantly greater improvements in fluency – scoring almost three times the increase on the *DIBELS Oral Reading Fluency* test as compared to the control group.
  - Growth of fluency was further documented by use of Fuchs' identification of anticipated growth in correct words per minute. The experimental group's average weekly increase in correct words read per minute was also almost three times the increase of the control group.
- *Increases positive attitudes as reported by teachers...* 77% of participating teachers surveyed pointed to the *We Both Read* intervention materials as important or very important in influencing positive attitudes about reading among their students exposed to them.
- *Increases positive attitudes as reported by parents...* The experimental group reflected more growth in positive attitudes about reading than the corresponding control group as reflected in the results from parent surveys.
- *Increases at-home reading time...* 100% of the teachers participating in the independent research study indicated that the paired reading format of the series proved to be a significant factor in increasing at-home reading time.
- *Increases independent reading time...* When comparing the experimental and control students who recorded at least 30 minutes of parent/child reading per week, the experimental group showed much more time spent reading independently.

## **Section 2.0: Product Configuration/Pricing/Contact Information**

### **2.1 Product Configuration:**

The series includes books at 6 different reading levels, including books appropriate for emergent and beginning readers, as well as books for more advanced readers, who may still be struggling to read

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fluently. With its shared reading format, the *We Both Read* books provide content that generates significantly higher interest for a given reading level, making the books one of the best series for "high-interest low-level" reading. There are also versions of *We Both Read* in Spanish. Books can be purchased individually or in the following sets:

### **Complete Set of *We Both Read* Paperback Title**

- Level K & K1 – Paperback Set
- Level 1 – Paperback Set
- Level 1-2 – Paperback Set
- Level 2 & 3 – Paperback Set

### **Complete Set of *We Both Read* Hardback Title**

- Level K & K1 – Hardback Set
- Level 1 – Hardback Set
- Level 1-2 – Hardback Set
- Level 2 & 3 – Hardback Set

### **Set of *We Both Read* Picture Books**

### **Complete Set of Big Book Titles**

**Complete Set of *Los Dos Leemos* Paperback Titles** (Spanish Versions)

**Complete Set of *Los Dos Leemos* Hardback Titles** (Spanish Versions)

In addition, the *We Both Read* series is augmented with the following series:

**Complete Set of *Half and Half* Paperback Books**

**Complete Set of *Half and Half* Hardback Books**

**Complete Set of *Photo Adventure* – Paperback**

**Complete Set of *Photo Adventure* – Hardcover**

Further support for parent involvement is offered through a teacher resource book:

***Involving Parents in Their Children's Reading Development: A Guide for Teachers.***

## **2.2 Product Pricing/Bid Procedures:**

To further demonstrate *Treasure Bay's* support of parental involvement, the *We Both Read* books are quite affordable. Paperback books sell for \$4.99 and hardcover books for \$9.95. *Treasure Bay* also offers volume discounts for purchases.

### *Discounts:*

- Up to 49 books — No discount
- 50 to 99 books — 20% discount
- 100 to 199 books — 25% discount
- 200 to 499 books — 30% discount
- 500 or more books — 35% discount

For additional pricing information, contact *Treasure Bay* customer service or review information online at [www.webothread.com](http://www.webothread.com).

## **2.3 Product Support/Contact Information:**

Treasure Bay, Inc.

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P.O. Box 2665  
San Anselmo, CA 94979  
Phone: 800-476-6416  
Fax: 415-884-2840  
[Customerservice@webothread.com](mailto:Customerservice@webothread.com)

There is an online contact form located at:  
<http://www.webothread.com/server/TreasureBay/website/main/scripts/contactUs.as>

### **Section 3.0: Product Effectiveness**

#### **3.1 Effectiveness:**

An independent research study in four states recently confirmed the effectiveness of the *We Both Read* series in improving fluency and reading scores. Among participants (reading at least 30 minutes per week with their parents), the use of the *We Both Read* series resulted in significant improvements on the DIBELS oral reading fluency score. Versus other at-home reading materials, the *We Both Read* series scored twice the increase in fluency improvement. The *We Both Read* series also improved children's attitudes about reading and resulted in more independent reading time. Plus, 100% of the teachers participating in the study reported a significant increase in at-home reading.

At summary of the research report is located at:  
<http://www.webothread.com/server/TreasureBay/website/main/images/WeBothRead-ResearchSummary-9-19-08.pdf>

The full research document is located at:  
<http://www.webothread.com/server/TreasureBay/website/main/images/WeBothRead-ResearchReport-Full-9-19-08.pdf>

#### **3.2 Awards:**

The following awards have been bestowed on the *We Both Read* series:

Teacher's Choice Award, Learning Magazine – For the Family (2008)  
Teacher's Choice Award, Learning Magazine – Children's Books (2008)  
The National Parenting Center Seal of Approval (2005)  
Dr. Toy Winner – 10 Best Educational Products  
Mom's Choice Awards Honoring Excellences  
Moonbeam Children's Book Award

#### **3.3 Reference Testimonials:**

The following are select testimonials regarding *We Both Read* Books.

*"I could write a BOOK about how awesome the We Both Read books are! My son and I were really frustrated and struggling with reading time. Once I found your books, it became so much fun to read together." - Julie Moore, Harrisburg, PA*

*"I LOVE YOUR BOOKS! I am just writing because I am a reading specialist and would love to have these books for 3rd to 5th grade students and their parents. This is such a great system to actively involve parents with their children. Thank you for creating the We Both Read series."- Kristin Stravinsky, Reading Specialist*

*"I have two distinct types of students that take these books home. One group has no parental reading support at home. I began sending these books home, and surprisingly, the parents started to read*

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*with their children at night. In fact, many of them went through all the books, and then requested more . . . It's such a great concept."* - Cynthia Ferguson, Teacher, Discovery Chapter School, Chula Vista, CA

*"Parents, children, and teachers eagerly await new titles every year . . . The look of satisfaction on our children's faces can only be matched by the look of pride on their parents' faces as they spend this special time together sharing these wonderful books."* - Cathy Williams, Acting Director and Children's Librarian, Derby Public Library, Derby, CT

*"Your books have helped many of our children to LOVE reading! Our parents are thrilled with the progress they see in their children's reading, especially their comprehension and interest. Please keep the new books coming!!"* - Marguerite DeSanctis, Episcopal Academy, Devon, PA

*"I just received my order of We Both Read books and I am writing to share my excitement. My students and volunteers absolutely love these books. The volunteer models fluency, expression and decoding strategies while they are reading their part. The students then get to practice their own skills while reading their page. This is a great product and I look forward to more titles!"* - Mary Beth Slane, Tuttle Elementary School, Sarasota, FL

*"We have paired the more fluent readers with the emerging readers and everyone in this situation can achieve success. . . The children run to the bookshelves to find more We Both Read books!"* - Lynn Doyle-Curl, Reading Ed. Specialist, MI

*"It's a wonderful way to help parents become more involved in reading with their child."* - Moon's Play and Learn, CA

*"My Title 1 Library is open for use by all of the Kindergarten, First, and Second grade children. They enjoyed your We Both Read books so much that they went up to our principal and asked him to let me order second copies! These books are always the first to go!"* - Marilyn Horinek, Atwood Unified School District, Atwood, KS

Additional testimonials are located at:

<http://www.webothread.com/server/TreasureBay/website/main/scripts/reviewpage.asp>

## **Section 4.0: Treasure Bay Corporate Information**

### **4.1 Corporate Mission:**

*Treasure Bay* is dedicated to publishing educational children's books, particularly focusing on books that encourage parent involvement in reading. Our goal is to help children improve in reading and help them to love reading.

### **4.2 Corporate Background:**

*Treasure Bay* has been a leader in children's educational publishing since 1997. A recognized pioneer in the area of parental involvement in reading, *Treasure Bay* is best known for its award-winning *We Both Read* series, leveled books designed to encourage shared reading between adults and children.

*Treasure Bay's* books are used as supplemental materials by over 10,000 schools and also are used in over 3,000 Title I programs, serving as a primary component for parent involvement. In addition to the *We Both Read* series, *Treasure Bay* offers two other series that offer parent involvement benefits: *Half and Half* and *Photo Adventures*. A new series of phonics readers, *We Read Phonics*, is scheduled for release in early 2010. This new series will also offer some unique elements for parent involvement in reading.

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**4.3 Corporate Contact Information:**

Don Panec, President  
Treasure Bay, Inc.  
P.O. Box 2665  
San Anselmo, CA 94979  
Phone: 415-884-2888  
Fax: 415-884-2840

**4.4 Biographies of Key Personnel:**

***Don Panec, President***

Don founded *Treasure Bay* in 1997 and has served as President and Publisher since then. Prior to that, Don worked for many years in the educational toy business, most recently as VP of Marketing for OddzOn, the company that brought the world the Koosh Ball and the entire line of Koosh family toys. Don has also produced Emmy Award-winning educational television programs for children and has an MBA from Harvard Business School and a BA in Film from UCLA.

***Bruce Johnson, Educational and Reading Consultant***

Bruce has over 25 years of experience teaching reading to children, as well as to college students and parents. He is the author of the ground-breaking book, *Involving Parents in Their Children's Reading Development: A Guide for Teachers*. He has designed and presented numerous workshops for parents on how they can help support their children's reading development. Bruce holds a Master's Degree in Reading Education and currently serves as an Educational and Reading Consultant for *Treasure Bay*, as well as a Reading Specialist with Merrimack Valley School District in New Hampshire.

***Sindy McKay, Editor***

In addition to serving as editor (and often writer) for the books in the *We Both Read* series, Sindy has numerous other writing credits. Television credits include writing for *Winnie the Pooh*, as well as *Clifford*, *The Big Red Dog*, for which she received a Humanitas Prize. She is also the recipient of Emmy Awards for her writing work on *Jim Henson's Muppet Babies* and several PBS series, including *Jakers! The Adventures of Piggly Winks*.

**4.5 Corporate Finances/Tax Identification Number (TIN):**

Treasure Bay, Inc. is a California corporation.

Tax ID# is 94-3269672.

A copy of the corporation's W9 is located at:

<http://www.webothread.com/server/TreasureBay/website/main/images/w9page.jpg>

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**Section 5.0 Educator's Preparation Page**

Many educators are familiar with the saying, "How do you know you got there if you don't know where you are going?" This phrase is especially *apropos* for fund seekers (you). It is important to know information about your school/organization and to be able to clearly define what you want to do. Grant readers look for complete information, clarity, and a plan. Consider this outline a **grant starter**. Completing the information below before filling-in any application frequently can facilitate your application process.

**EDUCATOR'S PREPARATION PAGE OUTLINE**

**A. About YOUR School/Organization**

1. **School/Organization Background/History/Accomplishments**
2. **Biographies of Key Personnel**
3. **Permissions to Request Funding from Organization (if needed)**
4. **School/Organization Contact Information**
5. **School/Organization Finances** (may or may not be required)
6. **Organization Internal Revenue Status** (is there an existing 501(c)(3)?)

**B. What Do You Want Do?**

1. **Clarification of Needs Statement**
2. **Population Demographics (Target Audience and Geographical Region Served)**
3. **Implementation Plan/Community Involvement (if required)**
4. **Program Timeframe**
5. **Benchmark/End-of-Funding Assessment**
6. **Budget Summary/Summary of Costs**
7. **Funding Tracking and Accountability**
8. **Technology in Place or Needed (if applicable)**
9. **Thank-You Plan**