



**WACO ISD EDUCATION FOUNDATION
COVER SHEET – PART II
Application for Grant:
2026-2027 Funding Cycle**

Assigned Grant Proposal #: 15

Project Title: SpellBound: Building Confident, Capable Spellers

Grade Level(s): Dyslexia students at CRE, (2nd-5th, mainly) # of Students DIRECTLY involved: 30-35

Subject Area(s): ELAR/Special Education

Amount Requested: \$ 471.09

Grant Focus Area(s): In order to be considered, Waco Education Foundation Innovation Grant proposals must fall under one or more of the E4 focus areas: early childhood development, enhanced programming for advanced students, extended education for staff, and emphasis on student performance. NOTE: In addition to meeting one of the E4 focus areas above, grant readers are especially interested in creative and innovative grant requests that target fine arts, STEM, literacy, or enrichment.

(check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Early Childhood Development | <input type="checkbox"/> Extended Education for Staff |
| <input type="checkbox"/> Enhanced Programming for Advanced Students | <input checked="" type="checkbox"/> Emphasis on Student Performance |
| <input type="checkbox"/> Fine Arts | <input type="checkbox"/> STEM |
| <input checked="" type="checkbox"/> Literacy | <input type="checkbox"/> Enrichment |

Grant # 15

SpellBound: Building Confident, Capable Spellers

Project Description:

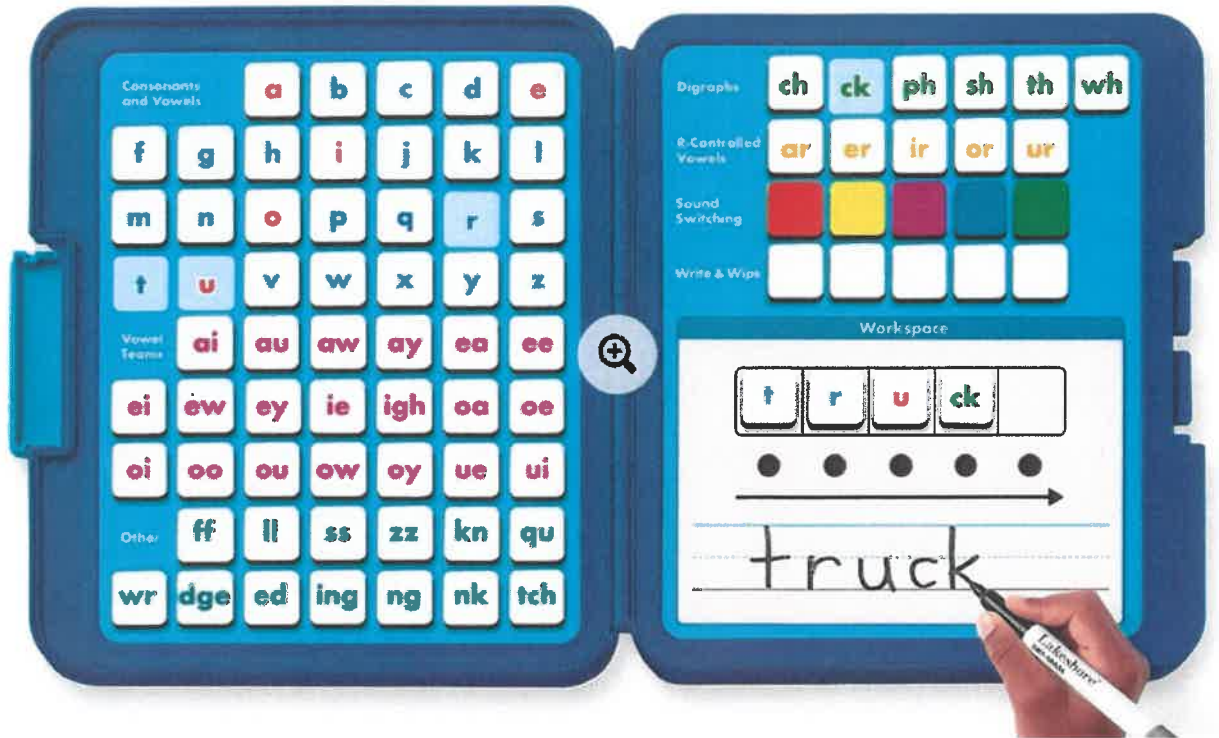
This grant requests the purchase of nine word-building kits and one cursive letter manipulatives kit to help strengthen students' ability to spell, and in turn confidently read, by helping students isolate sounds within words and connect letter patterns to the corresponding sounds. This grant directly supports Waco ISD's District Improvement Plan's focus on ensuring academic success for all students in literacy, as well as the Waco Education Foundations' emphasis upon student performance, focus on literacy. Building a student's ability to spell exponentially increases the ability to read, build vocabulary, and increase reading comprehension, thus enhancing their academic success.

1)Rationale:

Reading and spelling are like breathing in and breathing out, they are the processes that complete one another when communicating through the written word. Reading is the magical process of turning letters into sound. Spelling is the opposite, often difficult, process of crafting letters out of sounds. A strong literacy curriculum focuses on how spelling enhances one's reading ability, and this is especially true for those who are dyslexic. Word-building kits, such as the ones requested in this grant, strengthen students' ability to spell, and in turn confidently read, by helping students isolate sounds within words and connect letter patterns to the corresponding sounds. This grant would allow for the purchase of nine word-building kits, which would help students connect (or orthographically map) sounds to letters, thus enhancing spelling, and in turn, reading. This grant would also provide for one cursive letter set to help students visualize the word-building process in cursive in addition to print.

This grant directly supports Waco ISD's District Improvement Plan's focus on ensuring academic success for all students in literacy, as well as the Waco Education Foundations' emphasis upon student performance, with a focus on literacy. Building a student's ability to spell exponentially increases one's ability to read, to actively build vocabulary, increase reading comprehension, thus enhancing academic success.

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2. Goal:

The goal of this grant is for students to be empowered to communicate through written text with improved spelling skills brought to them through the use of word-building kits. More specifically, students are required to take mastery checks (tests) at various points as they work their way through the *Reading by Design* curriculum. My goal would be to have students earn an 80% or higher on the spelling portion of the curriculum provided mastery checks.

3. Plan of Operation:

Reading by Design is an explicit, systematic, multi-sensory curriculum designed to help students learn how to read and write. The curriculum builds sound-by-sound as the students progress through the curriculum (see attached Scope and Sequences for the entire curriculum and for Volume 1). Each lesson follows a cycle, allowing the students to explore, learn how to decode (read), and then finally learn how to encode (spell) each sound (see attached Lesson Cycle and provide lesson plan). The word-building kits requested in this grant would target the encoding stage of each lesson cycle. Even though I am referencing Waco ISD's current chosen curriculum, *Reading by Design*, these word-building kits would work with any dyslexia curriculum that follows critical, evidence-based research practices within its curriculum, and is approved by the state for dyslexia intervention. This means if Waco ISD changes their approved dyslexia curriculum in the future, the word-building kits and cursive letter manipulatives would be able to be used with the new curriculum, as long as it has been approved by the state of Texas.

Word-building kits (such as the ones requested in this grant), work two-fold. First, they reinforce sound and letter pattern pairings, which fortifies strong reading behaviors. Second, they help students develop a greater awareness of the rules governing the application of letter patterns that guide the spelling of words. Word-building kits would allow students to connect patterns of sounds in a direct, systematic, and explicit manner. The ability to use manipulatives will help students tie each sound to the correct corresponding letter pattern, allowing the rules guiding spelling and vocabulary in English to be applied effectively. This process is known as orthographic mapping, and has been shown to be highly effective in boosting students' spelling and reading abilities, which in turn enhances vocabulary development and reading comprehension (Eisnor, Lauren, "Orthographic Mapping: a Tool for Success in Reading, Vocabulary Word Knowledge, Meaning, and Self Teaching in the Primary Grades" (2022), Culminating Experience Projects. 163. <https://scholarworks.gvsu.edu/gradprojects/163>). Students can work independently, in pairs, or small groups to build words using these kits.

In terms of implementation, the word-building kits can be implemented immediately upon acquisition, and used daily to enhance a student's orthographic mapping. Integration into the *Reading by Design* curriculum would be seamless, as the encoding stage of each lesson cycle would still focus upon the grapheme being studied, but would utilize the word-building kits to encode each word pattern currently being analyzed.

Within each lesson cycle, the students work through a variety of activities (phonological awareness, alphabet, review decks, new learning, reading practice, handwriting practice, spelling practice, extended reading practice, and components of language). The new learning

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stage of the lesson explores a new phoneme or grapheme, and includes rules governing the sound usage in oral and written communication. Students then practice reading words and sentences that target the new sound. After practicing handwriting, the students practice encoding the new sound and apply any spelling rules that are applicable. The word spelling kits would be utilized at this stage of the lesson cycle, allowing students to focus on connecting phonemes to graphemes without the burden of concurrently writing. Once the students get the pattern correct, then they can write the word down and focus on the correct letter formation without being over burdened. I would still use the assigned sound/words daily and remain faithful to the *Reading by Design* curriculum, but would use the word-building kits to allow students to build pattern recognition and rule application faster and more effectively.

In volume 3 of *Reading by Design*, students learn how to write in cursive. The requested cursive letter manipulatives will help students spell words in cursive without struggling with the writing of said letters. Once the words have been created in cursive, then students will be able to focus on the correct formation of each letter on paper, with the manipulatives acting as a guide to correct letter formation.

4. Communication & Dissemination:

I would love to have individuals observe the word-building kits in practice during our lessons, as well as to have photographs taken of students building their spelling skills. I am more than happy to share this at staff development for other dyslexia providers of instruction if requested, demonstrating the word-building kits' focus on pattern development as well as orthographic mapping development. Dyslexia has a Parent Involvement Night each year for parents of students identified as dyslexic, and I would love to be able to share the word-building kits at this event.

5. Evaluation:

Students earning an 80% or higher on the spelling portion of the curriculum provided mastery checks embedded within the *Reading by Design* curriculum will be used to evaluate grant success.

6. Long Term Implications:

The word-building kits are non-consummable. They will be able to be used year after year as students move through the *Reading by Design*, or other state-approved curriculum. This is a "one and done" investment that would help the 30-35 students I serve improve their spelling, and thus their reading, as they work through the dyslexia intervention program. As you know, students diagnosed with dyslexia often struggle academically. The hope is to reduce the struggle and increase their academic success by improving their spelling and reading skills to help them to have greater access to the written word.

7. Key Personnel:

Dyslexia educators, such as myself, are required to have additional documented dyslexia training aligned to 19 TAC §74.28(d), and are required to teach each district's chosen curriculum with fidelity. Waco ISD has selected *Reading by Design* as their program for providing dyslexia intervention. The training required by the state applies critical,

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evidence-based components of dyslexia instruction such as phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency to classroom practices. In addition, we must deliver multisensory instruction that simultaneously uses all learning pathways to the brain, is systematic and cumulative, is explicitly taught, uses diagnostic teaching to automaticity, and includes both analytic and synthetic approaches. Dyslexia instructors must follow strict lesson plans to introduce new sounds and allow students to practice decoding (reading) and encoding (spelling) each sound pattern.

In addition to the required training to be a provider of dyslexia instruction, I have earned a M.S. Ed in Curriculum and Instruction and a Ph. D. in Educational Psychology, both from Baylor University. I am also certified in Early Childhood (Pk-Kg), Elementary Self-Contained (1-8), ESL (PreK-8), and Special Education (EC-12). I have also completed the *Texas Dyslexia Academy* training.

8. Budget and Budget Narrative/Justification:

I am requesting nine All-in-One Magnetic Phonics kits from Lakeshore Learning for use with my dyslexia students. This is a non-consumable item. I am also requesting one hand2mind cursive connecting letters to help my students spell and write in cursive.

Optional:

Attached is the Scope and Sequence for *Reading by Design*. As you can see, the curriculum is broken up into 5 volumes, with each volume progressing by adding grapheme patterns with increasing complexity with each lesson. The second attachment is showing the progression through a volume with each element shown. Please note that spelling is included as part of each lesson cycle, which is shown as the third attachment. The requested manipulatives would be used to enhance the Spelling component.

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Reading by Design Scope and Sequence:

READING BY DESIGN Progress Report

Volume 1	Volume 2	Volume 3	Volume 4	Volume 5
L1 i = /i/	L1 Bridge Lesson	L1 Bridge Lesson	L1 Bridge Lesson	L1 Bridge Lesson
L2 t = /t/	L2 ck = /k/	L2 er = /er/	L2 Schwa /ə/	L2 un-, semi-, mili-
L3 p = /p/	L3 VC/CV	L3 ie = /ie/	L3 Scandal a = /ə/	L3 in-
L4 n = /n/	L4 ng = /ng/, Suffix -ing	L4 ur = /ur/	L4 V/CCV	L4 port, struct
L5 s = /s/	L5 th = /th/ or /θ/	L5 Suffixes -et, -est, -ed	L5 ai = /ai/	L5 ject, duct
L6 Review Lesson	L6 ee = /e/	L6 Review Lesson	L6 aw = /aw/	L6 post,ptic
L7 a = /a/	L7 Review Lesson	L7 igh = /i/	L7 Review Lesson	L7 -ion
L8 d = /d/	L8 ù = /ng/	L8 ai = /ai/	L8 a = /a/	L8 -able, -ible
L9 l = /l/	L9 u = /u/	L9 ay = /ai/	L9 ea = /e/	L9 Review Lesson
L10 d = /d/	L10 i = /i/	L10 ar = /ar/	L10 dge = /j/	L10 a-, ab-, ad-
L11 f = /f/	L11 o = /o/	L11 or = /or/	L11 ge = /j/	L11 dia-, de-, dys-
L12 Mastery Check	L12 u = /u/	L12 Mastery Check	L12 Suffixes -ly, -y	L12 code, script
L13 h = /h/	L13 Mastery Check	L13 an, ar, after ie = /ai/	L13 Mastery Check	L13 spect, sect
L14 g = /g/	L14 VC/CV	L14 a after y = /ai/	L14 ur = /ur/	L14 form, fact
L15 u = /u/	L15 e = /e/	L15 [lic	L15 ie = /i/	L15 -less
L16 k = /k/	L16 y = /i/	L16 [dic, [ple, [gle, [lic	L16 VC/CCV	L16 Review Lesson
L17 c = /k/	L17 i = /i/	L17 [tic, [dic, [sic, [dic, [dic	L17 VC/CCV	L17 Mastery Check
L18 Review Lesson	L18 g = /j/	L18 Review Lesson	L18 ie = /i/	L18 sub-, super-
L19 in = /in/	L19 Review Lesson	L19 s/dic	L19 Review Lesson	L19 fore-, pre-, post-
L20 r = /r/	L20 oo = /oo/	L20 oi = /oi/	L20 [sion	L20 fer, fac
L21 b = /b/	L21 sh = /sh/	L21 oy = /oi/	L21 [sion = /shun/	L21 mit, mob, mi-
L22 e = /e/	L22 Open Syllables	L22 Prefixes mis-, un-	L22 [sion = /shun/	L22 tract, rupt, vest
L23 y = /y/	L23 a = /a/, V/CCV	L23 y = /y/	L23 [age, [bare	L23 -ive
L24 Mastery Check	L24 e = /e/, V/CCV	L24 en = /n/	L24 Suffix -ion, Prefix re-	L24 -ki, -to
L25 j = /j/	L25 i = /i/, V/CCV	L25 Mastery Check	L25 Mastery Check	L25 Review Lesson
L26 u = /u/	L26 Mastery Check	L26 wh = /hw/	L26 Wild Old Words	L26 est-
L27 w = /w/	L27 a = /a/, V/CCV	L27 ou = /ou/	L27 el, ey = /e/	L27 inter-, mid-
L28 v = /v/	L28 u = /u/, V/CCV	L28 ow = /ou/	L28 eu = /eu/	L28 cept
L29 k = /ks/	L29 y = /y/	L29 VC/V	L29 ew = /u/	L29 dict, min
L30 Review Lesson	L30 ch = /ch/	L30 Silent Consonants: wr, kn, gn, mb, mn	L30 (s-e, ur, u = /u/, /yoo/, or /oo/	L30 tend
L31 z = /z/	L31 Suffix -ed = /ed/, /t/, /d/	L31 Review Lesson	L31 Review Lesson	L31 -ous
L32 qu = /kw/	L32 Review Lesson	L32 Doubling Rule	L32 Review Lesson	L32 Review Lesson
L33 Mastery Check	L33 tch = /ch/	L33 ow = /ou/	L32 ea = /e/	L33 Mastery Check
	L34 oo = /oo/	L34 ou = /ou/	L33 ei, ey = /e/	L34 gram-, re-
	L35 Suffix -es	L35 ue = /u/	L34 igh = /i/	L35 anti-, con-
	L36 Mastery Check	L36 Dropping Rule	L35 ou = /oo/	L36 pen-, ex-
		L37 Mastery Check	L36 ai = /ai/	L37 anal, ped
			L37 Mastery Check	L38 tin, sin
			L38 ph = /f/, ch = /h/	L39 -al, -ial
			L39 y = /y/ or /i/	L40 -ly, -ment, -ness
			L40 ch = /ch/	L41 Review Lesson
			L41 ù, ù = /sh/, ù = /zh/	L42 table, phon, photo
			L42 ough	L43 astro, bio, geo, logy
			L43 V/V	L44 cracy, hydra
			L44 Mastery Check	L45 graph, meter, micro, macro, scope
				L46 lex, euph, phobia, thera
				L47 astro, chron, biblio
				L48 poly: sphere, hemi
				L49 Review Lesson
				L50 Mastery Check

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Reading by Design Volume Specific Lesson order and content:

READING BY DESIGN, Volume 1



Lesson Components	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	
Phonological Awareness	Rhyming						Review	Rhyming, Onset-Rime				
New Concept	i	t	p	n	s	á		s = /z/	l	d	f	
Handwriting (Manuscript)	l/l	u/U	p/P	n/N	s/S	a/A		Review	l/L	d/D	f/F	
Spelling	i	t	p	n	s, Floss rule	á		s	l	d	f	
High-Frequency Words	-	-	i	-	in	sit		a, sat	ls, an, as	last	did	
Other	Vowels, closed syllables, WOW, Initial, Medial, Final	Consonants, SOS	-	Twin consonants	Suffix Base word Suffix -s	-	Unaccented a = /o/	-	Apostrophe s	-		
Lesson Components	Lesson 12	Lesson 13	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21	Lesson 22	
Phonological Awareness	Mastery Check	Counting Words in Sentences						Review	Compound Word Segmenting	Counting Syllables		
New Concept		h	g	o	k	c = /k/	m		r	b	e	
Handwriting (Manuscript)		h/H	g/G	o/O	k/K	c/C	m/M		r/R	b/B	e/E	
Spelling		h	g	o	k	c	m		r	b	e	
High-Frequency Words		if	has, his, had	-	on, hot, got, not, stop, off	ask	-		am	ran	big	
Other	-	-	-	-	Spelling with k or c	-	-	-	-			
Lesson Components	Lesson 23	Lesson 24	Lesson 25	Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lesson 30	Lesson 31	Lesson 32	Lesson 33	
Phonological Awareness	Counting Syllables	Mastery Check	Onset-Rime, Counting Phonemes					Review	Counting Phonemes			Mastery Check
New Concept	y		j	ú	w	v	x		z	qu		
Handwriting (Manuscript)	y/Y		j/J	u/U	w/W	v/V	x/X		z/Z	q/Q		
Spelling	y		j	ú	w	v	x		z	qu		
High-Frequency Words	red, help, best, end, let, tell		get, yes	-	but, just, us, run	went, will	-		-	-		
Other	-	-	-	-	-	-	-	Consonant Combinations				
Components of Language	Using nursery rhymes, lessons cycle through choral reading, repeated readings, focus on rhyming words and word families, vocabulary exploration, retelling and visualization, level 1 questions (i.e., who, what, where, when, why, how), and interactive writing.											

Reading by Design Lesson Cycle:

Reading by Design Lesson Cycle



Phonological Awareness



Alphabet



Review Decks



New Learning



Reading Practice



Handwriting Practice



Spelling Practice



Extended Reading Practice



Components of Language

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Reading by Design lesson:

LESSON 29: x = /ks/

Additional Materials

- **Reading Deck card**—x, box, /ks/
- **Spelling Deck card**—/ks/
- **EM 60**: Baa, Baa, Black Sheep (1 per student)
- **EM 61**: Lesson 29 Linkage (1 per student)
- **EM 70**: Lesson 29 Reading Practice (1 per student)
- **EM 71**: Lesson 29 Reading Passage Practice (1 per student)

• counters

Today we will learn the sounds for a new consonant.
a*
80% 5*



Phonological Awareness

Counting Phonemes

Materials: 4–5 markers or counters per student

Directions: Say one of the given words. Instruct students to **echo** the word and **set aside** a counter for each phoneme in the word.

Tip: Remember that **x** has two phonemes, /k/ and /s/.

Words: ax (3), next (5), wax (4), box (4), mix (4), fix (4), fox (4), text (5), six (4), tox (4)



Alphabet

Touch and name on alphabet strip, **accenting every fifth letter.**

High-Frequency Words

Review deck: I, a, in, is, set, as, is, on, last, did, if, has, his, had, on, not, off, got, stop, not, ask, am, ran, big, red, keep, best, end, let, tell, get, yes, but, just, us, run, went, will



Reading Deck

Consonants: t, p, n, s, l, d, f, h, g, k, c, m, r, b, y, j, w, v
Vowels: Closed Syllable: i, a, o, e, u



New Learning: x = /ks/, unvoiced consonant

- A. **Auditory Discovery:** Students discover the sound /ks/ by repeating the following words while looking at their mouths in a mirror.

box fix mix suffix fox

not make /ks/ sound in I position

Students discover that /ks/ is a consonant because the sound is blocked by the back of the mouth and the teeth. Students also will discover that this consonant is made of two unvoiced phonemes. X is the only letter in the alphabet that makes the sound of two letters /ks/. Lead students to see and discover the movement of the mouth as they create the sound /ks/.

- B. **Visual Discovery:** Students discover that the sound /ks/ is spelled x in the medial and final positions of a word.

I	M	F
	next	mix
	Texas	fox

- C. **Riddle:** I'm rectangular in shape. I'm made of cardboard, wood, or metal. I'm the container in which a present is wrapped. I am a _____. (**box**)

Show Reading Deck card x, box, /ks/ at this time. This card will be added to the Consonants section of the Reading Deck.

- D. Write a large model of the letter x on the board. Say the stroke description while writing (slant down right, slant down left).
- E. Model skywriting, saying x. Repeat using the stroke description. Instruct students to skywrite and say x.

F. Hand out RM 69: Lesson 29 Linkage.

- **Box 1:** Instruct students to trace first with their fingers and then with a pencil or writing instrument, saying x.
- **Box 2:** Review WOW position. Have students write their best x as they name the letter.
- **Box 3:** Students prepare first by practicing making an x with their fingers while their eyes are closed. Then instruct them to say x and use a writing instrument to write x with their eyes closed.
- **Box 4 will be completed during spelling.**



Reading Practice

A. **Blending:** Say the phonemes below. Instruct students to blend them together and state the words.

/t/ /ă/ /k/ /s/ /t/ /ē/ /k/ /s/ /t/ /m/ /ī/ /k/ /s/ /b/ /ō/ /k/ /s/ /t/ /ī/ /k/ /s/

B. **Application:** Print the following closed-syllable words on the board without the coding marks. Model how students will code and read the words.

inn
cc
tips

six
VC

nēxt
VC

tēxt
VC

C. **Reading:** Pass out RM 70: Lesson 29 Reading Practice. Guide students in coding and reading the first three words. Have students independently code and read aloud the remaining words. Have students code only unknown words in phrases and sentences and then read with fluency and expression.

- **Review:** a in the open, unaccented syllable says the /ū/ sound; review the concept of reading words with the suffix s. Remember to box off suffixes when coding.

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Handwriting

Review WCV procedures. using lined paper, instruct students to practice making a row of manuscript x's. Have students practice by writing the following words: ~~law~~, ~~max~~, ~~next~~. Teach students how to form the uppercase X (slant down right, slant down left).



Spelling

A. Spelling Deck /t/, /n/, /p/, /m/, /s/, /f/, /z/, /l/, /d/, /k/, /h/, /g/, /q/, /w/, /v/, /b/, /c/, /y/, /r/, /u/, /i/. Use the Spelling Deck to ~~delete~~ phonemes. Students do not see the Spelling Deck; it is information for the teacher. Shuffle daily.

Make the sound given on the card. Students echo the sound, name the letter, and write the letter representing the sound on their desks with their fingers.

*Students should say and write k, c

*Students should say and write u, a

1. ~~Lesson 27~~ Linkage Box 4: xy box /ks/. Instruct students to echo and write x in the box. Add the /ks/ card to the Spelling Deck.

C. Practice

Review SOS procedures.

1. Carefully pronounce one word. (See below.)
2. Instruct students to echo the word. Listen to see if students heard the word correctly.
3. Have students segment the word using sound boxes. They will move a file marker for each phoneme and place it in a box.
4. Students move the file down and write a grapheme for each phoneme.
5. Students read the word to check.

Using SOS procedures, have students spell the following words on the /ks/ page in the Linking Spelling to Reading Dictionary: tax

tax fix mix six fax ox next text box lux

Extended Practice

~~Lesson 27~~ Reading Passage Practice: Students scan the passage and code any unknown words. Students may read silently, with a partner, or chorally. The goal is to build fluency and expression with each reading.

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Components of Language

Components of Language

Day 5: Interactive Writing

1. Reread **RM 60: Baa, Baa, Black Sheep**, encouraging students to echo.
2. Model writing a new rhyme, changing the setting, characters, and/or problem (e.g., **Bark, Bark, Black Dog** or **Moo, Moo, Brown Cow**).
3. Encourage students to offer ideas. Students are asked to "share the pen" to record the words they know, sounds/letters they have learned, punctuation they know, etc.
4. Read the new rhyme aloud and invite students to reread the new rhyme as a group (choral read). If time allows, have students take turns pointing to the words as the group reads chorally.

RM 69: LESSON 29 LINKAGE



Box 1: Trace



Box 2: Copy



Box 3: Eyes Closed



Box 4: Spelling

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https://www.amazon.com/hand2mind-Connecting-Handwriting-Activities-Manipulatives/dp/B0FQPN73KZ/ref=sr_1_2?adgrpid=183607476702&dib=eyJ2IjoiMSJ9.ttJBS-vcGRk77iZc8tAn9p85q5z3zOxQ4ToNkq4mGN7yianOkETFHpdTed-VWiMqcA3XuzQ_QR57arnE1pujXY0jQUggGSFHB_SNgAsEQiiqy2fvUjzzm035CmOgUPo9Vw5C5oUc-AD14fAcRvBmwqWfJ4ShYBng8cgzMNf5RP0FKjShMYF3pyAbBR2uk0bPh7biGwj6YRs-1hRpajw8ityYbcRBMP7EZG0q1VMqYkL_WsQpcy7ikDvrwAwRm_7WZLyyI4oOCRCwbzZb-L7LnS4INRqADS8JIEkNC19oRHsk.WQv0euRZlmt7xcXn6NkZFESI8pCkCM-WW2oh6Hx1zvE&dib_tag=se&hvadid=779681331593&hvdev=c&hvexpln=0&hvlocphy=9027505&hvnetw=g&hvociid=13914950076005033023--&hvqmt=e&hvrnd=13914950076005033023&hvtargid=kwd-2441189035854&hydadcr=27066_14906731_13808&keywords=hand2mind+cursive&mcid=cfb91e3f07f33b96b07c854493f83acd&qid=1765138529&sr=8-2_x1



Michelle Powell <michelle.powell@wacoisd.org>

Request A Quote - Quote #C1278091

1 message

quotes@lakeshorelearning.com <quotes@lakeshorelearning.com>

Fri, Feb 13, 2026 at 1:00 PM

To: michelle.powell@wacoisd.org



Quote C1278091

Lakeshore Learning Materials
2695 E. Dominguez St. Carson CA 90895
Phone: (310)537 - 8600 | Fax: (310)421-5354

Dear Michelle,

Your request has been submitted! Our Quotes Department will contact you within 1-2 business days.

Quote Details

Billing To:

Michelle Powell
Cedar Ridge Elementary School
2115 Meridian Avenue
Dyslexia Instructor
Waco, TX 76708
US
254-756-1241

Shipping To:

Michelle Powell
Cedar Ridge Elementary School
2115 Meridian Avenue
Dyslexia Instructor
Waco, TX 76708
US
254-756-1241

Michelle Powell
michelle.powell@wacoisd.org

Comments:

All-In-One Magnetic Phonics Kit
Item #: EE755



Price: \$39.99

Qty: 9

Total: \$359.91

Quote Summary

Subtotal:	\$359.91
Shipping:	\$53.99
Tax:	\$38.60
Total:	\$452.50

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Shopping Cart

Price



hand2mind Cursive Connecting Lowercase Letters, Tactile Letter Tracing, Cursive

\$19⁰⁹

In Stock

FREE delivery **Tue, Feb 17**

FREE Returns

1

Delete

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Subtotal (1 item): **\$19.09**

The price and availability of items at Amazon.com are subject to change. The Cart is a temporary place to store a list of your items and reflects each item's most recent price. [Learn more](#)

Waco Education Foundation Grant Budget Form

Assigned Proposal #	15
Project Title:	SpellBound
Number of Students Served by Grant:	35

Qty	Budget Item	Verify Vendor (Y or N)	\$ Requested from the WISD Foundation	Other Secured Source	\$ from Other Source (if applicable)	Total Amount
Consumable Supplies						
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
	total Consumable Supplies		\$ -		\$ -	\$ -
Technology						
						\$ -
						\$ -
	total Technology		\$ -		\$ -	\$ -
Long-Term Supplies / Equipment (items that will last beyond the grant year)						
9	All-in-One Magnetic Phonics Kit	Y	\$ 452.00	0	\$ -	\$ 452.00
1	hand2mind cursive connecting letters	Y	\$ 19.09	0	\$ -	\$ 19.09
						\$ -
						\$ -
						\$ -
						\$ -
	total Long-Term Supplies		\$ 471.09		\$ -	\$ 471.09
Contracted Services						
						\$ -
						\$ -
	total Contracted Services		\$ -		\$ -	\$ -
Personnel						
						\$ -
						\$ -
	total Personnel		\$ -		\$ -	\$ -
Travel / Other						
						\$ -
						\$ -
						\$ -
						\$ -
	total Other		\$ -		\$ -	\$ -
Totals			Total Requested from the WISD Foundation	Foundation Cost Per Student	Total from Other Sources	Total Cost of Project
			\$ 471.09	\$ 13.46	\$ -	\$ 471.09



Michelle Powell <michelle.powell@wacoisd.org>

Request A Quote - Quote #C1278091

1 message

quotes@lakeshorelearning.com <quotes@lakeshorelearning.com>

Fri, Feb 13, 2026 at 1:00 PM

To: michelle.powell@wacoisd.org



Quote C1278091

Lakeshore Learning Materials
2695 E. Dominguez St. Carson CA 90895
Phone: (310)537 - 8600 | Fax: (310)421-5354

Dear Michelle,

Your request has been submitted! Our Quotes Department will contact you within 1-2 business days.

Quote Details

Billing To:

Michelle Powell
Cedar Ridge Elementary School
2115 Meridian Avenue
Dyslexia Instructor
Waco, TX 76708
US
254-756-1241

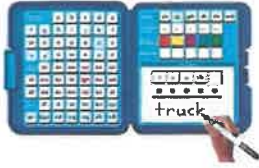
Shipping To:

Michelle Powell
Cedar Ridge Elementary School
2115 Meridian Avenue
Dyslexia Instructor
Waco, TX 76708
US
254-756-1241

Michelle Powell
michelle.powell@wacoisd.org

Comments:

All-in-One Magnetic Phonics Kit
Item #: EE755



Price: \$39.99
Qty: 9
Total: \$359.91

Quote Summary

Subtotal:	\$359.91
Shipping:	\$53.99
Tax:	\$38.60
Total:	\$452.50

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