'Reading For A Purpose' Video Guide

1. Project Purpose and Goals
Background: The instructional need has been triangulated through Grade Level Team analysis, parent interviews/conferences, and student surveys of third grade students reading gaps. Concerns about reading at home or lack of concern to read outside of school at all, is an issue that has been inhibiting growth of students to meet benchmark goals. Third graders, on average develop in their reading skills by transitioning from reading easy reader picture books to chapter books and non-fiction books during this grade level.
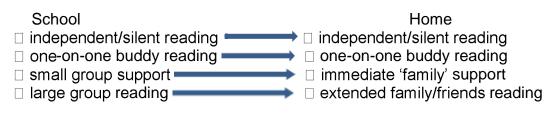
1.1 Problem Statement

Students and their home support group need guidelines and modeling to assist students. Fluency and comprehension skills are focused on in the school setting and needs to be supported at home also. To create literacy goals in students that last a lifetime to meet their needs.

1.2 Proposed Solution

A 'How to' video on 'Reading with a Purpose' is a source of support to empower parents and grandparents/guardians with the tools and skills to parallel strategies used in school. When applying these methods it will likely increase quantity and quality of time spent reading with and by students outside of the school setting. By using the same vocabulary, guided support practices, modeling strategies, appropriately locating reading material, and 'Reading With A Purpose' we will bridge this gap.

By demonstrating in comparing and contrasting methods skills and strategies used at school can be replicated anywhere using the concepts of a 'Story Star' format as stated below.

School	Home
independent/silent reading ➡	independent/silent reading
one-on-one buddy reading ➡	one-on-one buddy reading
small group support ➡	immediate 'family' support
large group reading ➡	extended family/friends reading

1.3 Contextual Analysis

Showing this at Open House for the whole school or in classrooms can offer a suggested methods and strategies used for increasing literacy: 'Reading For A Purpose' to meet common core standards in reading.

As the year progresses, this video can be easily accessed through a link to one of the viable and district supported media sites: YouTube and (possibly) teachertube.

This friendly informative instructional video can give insight to expectations of parents/guardians. This will demonstrate the challenges face and give solutions to students' and families' needs. This video will be presented in a fun, enlightening, entertaining, and educational way to enhance memory and student performance in reaching benchmark goals by students. Then in turn will lead to 'Reading for Purpose' in third grade and beyond.

2. Orienting Context (Learner Analysis)

2.1 Learner Knowledge

The parents and guardians are very familiar with their children's personality, interests, and confidence levels. But not all know these things. Parents are most often unaware of where their child should be with respect to level and independence skills to read effectively and how to support them with fluency and comprehension.

Each student is unique in their grade level abilities to fluently read and comprehend the content of various reading material. Different skills and strategies are used in the school settings and outside settings than most parents are aware of. All parents seem to comment on students can improve their ability to read and comprehend by doing their personal best.

2.2 Learner Skills:

Parents/Guardians often have forgotten or do not know at what speed or comprehension levels of content their child should be working at. They do not use the same language when referring to the same skill set. The terms and strategies used clash with that of their child's when communication or modeling support is attempted. Old school v. new school ideals are closer than both the child and parents often are but the divide is vast when the bridge can be short if skills and methods are identified with through demonstrations and unifying vocabulary.

2.3 Learner Attitudes:

Most of the population of students and parents/guardians are prioritizing life essentials at the top of the 'list of daily routines'. On this 'list' reading to, with, and by children at third grade are low priorities of most in communities. There are exceptions to this rule but there are some who believe the schools should supply 100% of the needs for student literacy during the school hours or that their child is already behind or that the list of priorities are so long and time consuming their child is getting all they need without modifying how reading is done outside of the school setting. Most believe 'homework' assignments mean it is not the parents worry any longer to monitor or support because their child 'can read'.

All want the best education for their child and all want their children to succeed outside of the 'school setting' with respect to other aspects of their child's life.