

## **Statement of Purpose**

### **The Problem**

The Common Core State Standards have put a heavy focus on deeper thinking within Reading. Third graders are required to read fluently to help comprehend complex texts. The curriculum of third grade uses the basis of first and second and dives deeper. With the ever changing technology and Common Core standards there is more of a focus on using and comprehending digital media as well. Along with the shift toward using more technology there is more of a focus on informational texts and text dependent questions.

Our current curriculum is based on the basal series Storytown. We have had this basal series for multiple years, even before the implementation of the common core. The problem with this curriculum is that as a teacher it does not cover common core as well as it should. The stories and skills jump around a lot and do not match our district made pacing guides. There are very few quality informational texts within the basal. I choose to use a few stories from the basal series, but also find numerous supplemental resources to help students master their reading skills.

### **Needs of the Learner**

Reading is the basis to succeeding in life. Individuals need to read things every day and in order to do that later in life we must build successful readers at a young age. Third grade is a big shift in learning to read and reading to learn. Third grade is the stepping stone toward more complex texts and research papers, etc. There is more of a focus on reading and comprehending informational texts. According to Hiebert (2012), "To read proficiently at third grade means that students read many informational texts, and write responses to what they read-all prominent

recommendations in the CCSS”(p. 27). There are still students who are not fluent readers and now they are being faced with reading and comprehending more complex texts. Along with reading more complex informational texts is the use of technology incorporated into the common core.

### **Needs of the Society**

Students need the ability to communicate in society to be perceived as successful and valuable. Becoming a better reader will help students succeed not only in college but a professional career or any job path they may choose. “According to the best available evidence, the mastery of each standard is essential for success in college, career, and life in today’s global economy” (Common Core State Standards, 2010).

### **Value of the Subject Matter**

Reading is the most valuable skill any one could possibly learn. Reading is a basis for which everything else is completed. To be able to understand and use Math, Science, and Social Studies one must be able to read the content. Especially starting in middle school and continuing through life students will have to read anything from directions to books to signs and maps.

### **The Educational Goal**

The purpose of this course is to continue to teach students to read and give them the skills they need to comprehend texts. The course starts with reviewing concepts previously taught in first and second grade (plot, characters, setting). Then with modeling, mini lessons and practice students learn how to become critical thinkers. They learn how find a deeper meaning or understanding to what they are reading. They learn how to utilize text features to better their

understanding. As students go throughout the course the text levels become increasingly difficult along with the tasks they are required to complete adjacent to the text. By the end of the course students are able to complete various tasks related to literature and informational texts including explaining how details support the main idea and comparing and contrasting texts.

## **References**

Hiebert, E. (2011). The Common Core's Staircase of text complexity: Getting the size of the first step right. *Reading Today*, 29(3), 26-27.

Read the Standards. (n.d.). Retrieved February 24, 2015, from <http://www.corestandards.org/read-the-standards/>