

Task #1 ANALYSIS OF READING STRATEGIES

GUIDELINES

OPPORTUNITY TASK: TPEs 4.3, 4.5 PRACTICE TASK: TPEs 3.2
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DUE DATE: 9-14-2020

POINTS: 10

*****Please submit the 1-2 page reflection electronically. Word docs are preferred.**

This exercise gives you the opportunity to better understand what strategies good readers use. You will also examine how the type of text may influence which strategies are best. In addition, different readers may respond better to certain strategies, but may still benefit from practicing others.

Step One: Preparing for the Activity: Please find 2 short readings (5-7 paragraphs) from your content area. Each should be challenging to a reader unfamiliar with your subject. The first should be a narrative text, and the second a non-narrative text. It is recommended that the text be in an easy to read font, double-spaced, and with line numbers for easier reference during the analysis and reflection parts.

Note: A narrative unfolds as a story and generally follows a chronological sequence, which may include flashbacks. Non-narrative writing does not follow this pattern, but is very structured. Non-narrative writing is typically used with informational texts.

Reading

Read and Think Aloud with a partner

- One partner will read the narrative text provided by the other partner. As the text is read, the reader should “think aloud” as to what they are doing/thinking as they read the text. For example, they may say, “I am re-reading to see if I understood what I read” or “I wonder if this is going to be a tragic story.” The partner not reading should attempt to capture these comments as they follow along in the reading.
- Partners will switch roles.
- The same process is repeated with the non-narrative selections, with each partner taking a turn reading and thinking aloud, while the other records these notes.

Analysis

Data sharing with whole class.

- Notes will be taken to compare strategies used for narrative text vs. non-narrative texts.
 - Participants will compare the class list with those noted in the literature
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Reflection

Each participant will reflect on these findings and submit a 1-2 page written paper sharing these findings. This assignment will also serve as a reminder that we, as educators, are all role-models for effective use of grammar and spelling in our writings. Thus, please take the time to proof-read and use needed resources to produce a quality product. Note: For this first assignment only, you will be able to work with PARC to improve your submission with the second grade replacing the first, if you are not happy with your initial grade.

Resubmissions will be due Sept. 28, 2020.

- Compare strategies for narrative vs. non-narrative readings. What were the similarities and differences?
- What did you learn about your own strategies as a competent reader? Did your partner use strategies you were not aware of? Did you notice strategies that you used without realizing? (Or did your partner notice these?)
- Describe how this activity will affect your future teaching. What did you learn about what good readers do that might be important to teach to your students? How might you do that?

Note: Please review your paper with the Rubric in mind prior to submission.

EDU 1/268 Content-based Reading Instruction & Content Area Modules

Task 1: Analysis of Reading Strategies

Task Rubric

Total Points Possible = 10

Candidate Learning Outcome	3	2	1
Gives context for activity and the participants in the reading strategies	Describes the activity. Lists the content area of both participants and describes the readings shared. Descriptions are detailed enough for a reader not familiar with the	Missing some of the context elements. Introduction minimally describes what will be discussed.	Minimal or no context is given.

	assignment and/or participants.		
Addresses similarities and differences between Narrative and Informational Texts	Gives both similarities and differences between the two text types and gives examples to illustrate each point. Also discusses the similarities/differences between readers.	Limited discussion of similarities and/or differences. May be missing some examples.	No explicit similarities and differences addressed.
Discusses how the activity will affect current/future classroom practice	Connects the points made in the similarities and differences between the two text types and between individual readers to make inferences about classroom practice. Describes how this will affect teaching in a particular content area.	Makes good suggestions for current and/or future practice, but does not tie these connections to specific examples from the activity.	Limited connections to current and/or future teaching practice.
Uses good grammar and spelling in a well organized reflection.	N/A	N/A	Proofread and free from spelling errors. Grammatical errors are few and do not distract from the meaning of the reflection.

Total Points Earned: _____/10. Note: Additional points may be lost due to issues with writing. For this assignment only, resubmission will be accepted for full credit (no penalties) if the student utilizes the services of PARC.

