

EDU 1/268 Content-based Reading Instruction & Content Area Modules
Task 1: Analysis of Reading Strategies

Have your partner read a narrative selection aloud to you.

- Note the strategies that the reader is using (the reader should “think aloud” to make these strategies as transparent as possible)
- Repeat process with the non-narrative text.
- Reverse roles of reader/recorders

Discussion: (Whole class—comparing strategies for narrative vs. non-narrative text)

How did strategies change for the same reader when using narrative vs. non-narrative texts?

Assignment

Rubric/Expectations (1-3 pages)

- Introduction (what read, context)
- Similarities/Differences with text typevProvide examples
- Similarities/Differences between readersvProvide examples
- Inferences
 - What does this mean for your future teaching?
 - Note: Using the activity with your future students is not the intent—rather, please think about how this knowledge of readers will impact how you teach your subject area.

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.	Missing some of the context elements. Introduction minimally	Minimal or no context is given.

	Descriptions are detailed enough for a reader not familiar with the assignment and/or participants.	describes what will be discussed.	
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.