Assignment #9 Worksheet - Reflection

Now that you understand the processes readers use to comprehend written text, the ways certain sentence structures inhibit reader comprehension, and the strategies that will effectively revise those sentences, I would like you to consider how you will use this information in your classroom to improve students’ syntactic maturity.

1. Please reflect on the following questions as you compose your response:

-Do you believe that growth in syntactic maturity should be a learning outcome in your classroom? Why?

-How much responsibility do you believe teachers at your grade level have for improving their students’ syntactic maturity? Why?

-What challenges do you anticipate in trying to use the information presented in this course to improve students’ syntactic maturity?

-How will you find the time to teach the revision skills taught in this course?

-How much do you think your students’ lack of knowledge about foundational grammar will impact their ability to learn the revision skills presented in this course?

-If you think your students’ lack of knowledge about sentence structures would prevent you from teaching them the information you have learned in this course, what steps can you immediately take to improve their sentence structure knowledge?

-What do you think instruction that teaches these revision concepts will look like in your classroom?

-How do you see the knowledge gained from this course impacting the way you communicate with students about their sentence structure?

-What impact, if any, has the information in this course had on your view of micro-revision, sentence structure, grammar, etc. as topics of instruction.

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2. If you endeavor teach your students to identify sentence structures that inhibit reader comprehension, to articulate why those structures inhibit comprehension, and to apply revision strategies to promote reader comprehension, what sort of assignments or tasks could you design to provide evidence of student learning? How can students’ acquisition of this knowledge and these skills reduce teacher grading time?

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