

Reading problems



In terms of assessment and teaching strategies, background knowledge can be considered as an indicator of the student's prior knowledge about a certain topic or subject. Background knowledge is functional especially within the classroom setup because it enables the teachers to determine the existing knowledge of students which in turn grant the teachers the capability to assess the degree or level of difficulty the lessons will be. While it enables teachers to plan ahead of time the scope and level of the lessons for the students, it also helps the students to refresh their knowledge and be fully aware of what they already know.

An example of this can be observed during the start of every class wherein the teacher asks the students about what they have learned about the previous lesson. This enables the teacher to make certain adjustments about the topic for the meeting. For instance, when students convey that they have learned about the basic sentence patterns in the previous meeting, it conversely gives the teacher a hint of where to start, specifically with that of the basic sentence patterns. The teacher can then proceed with the higher level of difficulty which immediately follows the previous discussion.

The website “ <http://www.ncela.gwu.edu/practice/itc/lessons/schbackground.html>” provides a good example. It illustrates how the KWL chart (which roughly stands for ‘ what I know’, ‘ what I want to know’ and ‘ what I learned’) can be employed in determining the prior knowledge of students about a certain subject. By providing the students the necessary preliminary or guide questions related to the subject, both students and teachers alike are able to pinpoint the limits of what they

know about the topic while giving the teachers a rough estimate of what to expect from the students.

Reader's theater is considered to be another valuable device for the classroom environment. As it enables the students to take up any literary piece, bring the text into analysis and put into a written script, the students are at the same given the opportunity to incorporate into their learning what they are reading. While the written script for the reader's theater grants the students the ability perform the script with or the literary piece with minimal preparation and other physical props and imageries, it also expands the imagination of the students by putting their creative skills to actual test.

Another example to reader's theater is when students are asked to enact a literary piece in an impromptu fashion. Given the constraints in both time and resources, the ability of the students to adapt to the situation is tested and refined. This allows them to hone their skills in an academic manner while having fun at the same time. The classroom application of reader's theater is not only easy. It is also entertaining and informative at the same time as reading aloud literary texts exercises the speaking and vocal skills of the students.

A teacher can choose a poem or a short play from a book, select a group of students to familiarize themselves with the text over a couple of minutes, and give the students another few minutes to execute the chosen text through oral reading. Or the teacher can make use of the selected readings for the meeting as the text to be used for the reading theater. The website “<http://bms.westport.k12.ct.us/mccormick/rt/RTHOME.htm>” provides ample

<https://assignbuster.com/reading-problems/>

and helpful information about reader's theater in a short or concise yet direct manner.

While eliminating extra or fancy comments, the also website talks about reader's theater straight to the point. Syntax Syntax, in the context of language, refers to the structure of language or the rules which govern its structure. In the context of teaching strategies, syntax can be taken to mean as the design for a strategy which aids in making teaching more effective and more efficient, allowing for better learning and facilitating smoother rapport between students and teachers.

Hence, the concept of 'syntax' in the context of teaching strategies in the classroom may be referred to the specific approaches with specific variables used in the classroom intended to bring about certain objectives and goals. Syntax then corresponds to the particular scheme, approach or method. In order to provide concrete examples, it should be remembered that syntax varies on context and is, hence, dependent on the precise situation where it is applied.

For instance, a Math teacher may use colorful and unusual objects for simple mathematic calculations so as to enliven the interest and memory retention of students. Familiarity of grammar rules or patterns can be achieved by an English or Grammar teacher through the use of illustrations or diagrams of the sentence patterns. Another example is through the use of certain languages, either formal, informal, or a mixture of both, in order to facilitate the learning of students and enhance the communication between teachers and students.

The examples are only a few of the numerous illustrations which indicate the use of syntax in the context of teaching strategies. As it may vary from context to context, syntax is then perceived as unique in its own way with respect to the specific subject or topic. The website “ [http://www. mcli. dist. maricopa. edu/mlx/slip. php? item= 1957](http://www.mcli.dist.maricopa.edu/mlx/slip.php?item=1957)” provides a deeper look into the functions of syntax as well as the improvements and enhancements it can contribute to the environment of teaching strategies.