

# COMBINING SENTENCES



It is boring to read a series of sentences with the same structure. Here are a few ways you can combine them:

**Compound subjects**

*Amber is my cousin. Kaleb is also my cousin.*  
*Amber and Kaleb are my cousins.*

**Compound predicates**

*Dad washed the car. Then, he polished the car.*  
*Dad washed and polished the car.*

**Write a compound sentence.**

*I wanted to buy you a card. I didn't have enough money with me.*  
*I wanted to buy you a card, but I didn't have enough money with me.*

**Write a complex sentence.**

*The boy didn't understand her directions.*  
*The boy didn't speak English.*  
*The boy didn't understand her directions because he didn't speak English.*

**Use an appositive.**

*Ali's mom is a nurse. Ali's mom works the night shift.*  
*Ali's mom, a nurse, works the night shift.*

**Reduce one sentence to a phrase.**

*The baby was scared by the blaring music. The baby began to cry.*  
*The baby, scared by the blaring music, began to cry.*

# Sentence Combining

**Diane Lapp, James Flood, Cynthia H.  
Brock, Douglas Fisher**



## **Sentence Combining:**

**Sentence Combining and Paragraph Building** William Strong, 1981      **Sentence-Combining Workbook** Pam Altman, Mari Caro, Lisa Metge-Egan, Paige Wilson, Leslie Roberts, 2018 You've heard that practice makes perfect yes Practice definitely leads to improvement and builds confidence and that's why this workbook is useful **SENTENCE COMBINING WORKBOOK** uses sentence combining techniques to help you develop confidence in your writing Each unit focuses on a sentence level element followed by exercises involving a factual topic or story You'll get the practice you need to communicate your ideas in clear and interesting sentences You'll also develop the strength of your writing overall and that's a good thing      **Sentence Combining** William Strong, 1983      Sentence Combining Donald A. Daiker, Andrew Kerek, Max Morenberg, 1985 Twenty three stimulating papers including essays by Peter Elbow Donald Murray and William Strong selected from the more than sixty presented at the Second Miami University Conference on Sentence Combining and the Teaching of Writing Sentence combining has not only survived the paradigm shift in the teaching of writing but continues to stimulate provocative creative thinking about the writing process itself No longer an end in itself but a tool sentence combining has become a method of teaching about ways of thinking of perceiving and of organizing reality      *Forum*, 1983

*Sentence Combining; Improving Student Writing Without Formal Grammar Instruction* Frank O'Hare, 1973      **Sentence Combining** Pam Altman, Mari Caro, Lisa Metge-Egan, Leslie Roberts, 2006 **SENTENCE COMBINING WORKBOOK** uses sentence combining techniques to help you develop confidence in your writing at the sentence level and practice in communicating your ideas in clear sentence structures Each unit focuses on a specific sentence level technique followed by a set of sentence combining exercises involving a narrative story or factual topic Through this innovative story telling approach you'll practice viewing individual sentences as part of a larger context and develop your sentence expansion skills

**Practical Ideas for Teaching Writing as a Process** Carol B. Olson, 1996-02 Contains a collection of specific classroom strategies suggestions for teaching writing to elementary school students according to an eight stage process Specific techniques for teaching each stage of the writing process descriptions of proven approaches for using these techniques are also included A wonderful resource a labor of love from a large talented group of educators Had its beginnings in the California Writing Project at the Univ of California Irvine Best Seller Illustrated      **Teacher's Guide to Effective Sentence Writing** Bruce Saddler, 2012-10-01 This practical book provides explicit instructions for teaching sentence level skills to students who have difficulties in this area The author explains the key role of sentence combining in the writing process and presents effective techniques for instruction and assessment Numerous sample lessons practice activities planning tips and grammatical pointers make it easy for teachers to incorporate sentence combining and construction into the writing curriculum at all grade levels 2-12 Accessible and engaging the book helps teachers and students experiment with different ways to arrange thoughts and produce meaningful written work      Sentence Combining and the Teaching of Writing Donald

A. Daiker, Andrew Kerek, Max Morenberg, 1979      Sentence-Combining Workbook Pam Altman, 2013-01-17 SENTENCE COMBINING WORKBOOK 4E International Edition uses sentence combining techniques to help students develop confidence in their writing at the sentence level Each unit in this text focuses on a specific sentence level technique followed by a set of sentence combining exercises involving a narrative story or factual topic This organization provides the practice students need to communicate their ideas in clear sentence structures The fourth edition features a new Phrases and Clauses unit as well as updated exercises The innovative story telling approach that SENTENCE COMBINING WORKBOOK 4E International Edition uses ensures that students practice viewing individual sentences as part of a larger context while developing their sentence expansion skills      **Best Practices in Writing Instruction, Third Edition** Steve Graham, Charles A. MacArthur, Michael A. Hebert, 2018-12-26 Well established as a definitive text and now revised and updated with eight new chapters this book translates cutting edge research into effective guidelines for teaching writing in grades K 12 Illustrated with vivid classroom examples the book identifies the components of a complete high quality writing program Leading experts provide strategies for teaching narrative and argumentative writing using digital tools helping students improve specific skills from handwriting and spelling to sentence construction teaching evaluation and revision connecting reading and writing instruction teaching vulnerable populations using assessment to inform instruction and more New to This Edition Chapters on new topics setting up the writing classroom and writing from informational source material New chapters on core topics narrative writing handwriting and spelling planning assessment special needs learners and English learners Increased attention to reading writing connections and using digital tools Incorporates the latest research and instructional procedures See also Handbook of Writing Research Second Edition edited by Charles A MacArthur Steve Graham and Jill Fitzgerald which provides a comprehensive overview of writing research that informs good practice      **Best Practices in Writing Instruction** Steve Graham, Charles A. MacArthur, Jill Fitzgerald, 2013-03-19 Highly practical and accessible this indispensable book provides clear cut strategies for improving K 12 writing instruction The contributors are leading authorities who demonstrate proven ways to teach different aspects of writing with chapters on planning revision sentence construction handwriting spelling and motivation The use of the Internet in instruction is addressed and exemplary approaches to teaching English language learners and students with special needs are discussed The book also offers best practice guidelines for designing an effective writing program Focusing on everyday applications of current scientific research the book features many illustrative case examples and vignettes      *Handbook of Response to Intervention and Multi-Tiered Systems of Support* Paige C. Pullen, Michael J. Kennedy, 2018-10-16 Of the many issues facing special education and general education today it is difficult to imagine one more important or timely than response to intervention RTI Almost overnight RTI has become standard practice across the nation Unfortunately RTI remains ill defined falls far short of its evidence based practice goal is almost invariably misused and often results in more harm than good Nevertheless as a

conceptual framework RTI has great potential for ensuring that students with disabilities receive appropriate evidence based instruction The mission of this handbook is to present a comprehensive and integrated discussion of response to intervention RTI and its relation to multi tiered systems of support MTSS in both special education and general education Although the two terms are currently used interchangeably distinct differences exist between them Therefore chapters are dedicated to distinguishing the two concepts RTI and MTSS and describing each one s unique role in both general and special education In addition the authors recommend a third term Multi Tiered Instruction to differentiate the practices related to the purpose of the specific intervention     **Response to Intervention and Precision Teaching** Kent Johnson,Elizabeth M.

Street,2012-11-29 Successful implementation of response to intervention RTI for academic skills problems requires rigorous progress monitoring This book shows how the proven instructional technology known as precision teaching PT can facilitate progress monitoring while building K 12 students fluency in reading writing math and the content areas Detailed instructions help general and special education teachers use PT to target specific skills at all three tiers of RTI and incorporate it into project based learning Of crucial importance for RTI implementers the book provides explicit procedures for measuring and charting learning outcomes during each PT session and using the data to fine tune instruction Reproducible charts and other useful tools can be downloaded and printed in a convenient 8 1 2 x 11 size     Teaching Reading to Every Child Diane

Lapp,James Flood,Cynthia H. Brock,Douglas Fisher,2013-06-17 This popular text now in its Fourth Edition introduces pre service and in service teachers to the most current theories and methods for teaching literacy to children in elementary schools The methods presented are based on scientific findings that have been tested in many classrooms A wealth of examples hands on activities and classroom vignettes including lesson plans assessments lists of children s literature books to fiction and nonfiction texts and more illustrate the methods and bring them to life The text highlights the importance of teaching EVERY child to become competent in all of the nuances and complexities of reading writing and speaking The value of reflection and peer discussion in learning to expand their students literacies is emphasized Readers are encouraged to reflect on their own experiences with reading and teaching throughout their lifetimes experiences that will serve well in learning to teach reading Your Turn boxes invite readers to think about their views of the material presented and to talk with colleagues and teachers about their best ways of learning this new information Did You Notice boxes engage readers in observation and analysis of methods and classroom situations discussed in the text Teachers stories serve as models of successful teaching and to draw readers into professional dialogue about the ideas and questions raised End of chapter questions and activities provide additional opportunities for reflection and discussion All of these pedagogical features help readers expand and refine their knowledge in the most positive ways Topics covered in Teaching Reading to Every Child Fourth Edition Getting to Know Your Students as Literacy Learners Looking Inside Classrooms Organizing Instruction Assessing Reading Achievement The Importance of Oral Language in Developing Literacy Word Identification Strategies

Pathways to Comprehension Vocabulary Development Comprehension Instruction Strategies At Work Content Area Learning What the Teacher Needs to Know to Enable Students Text Comprehension Writing Teaching Students to Encode and Compose Discovering the World Through Literature Technology and Media in Reading Teaching Reading to Students Who Are Learning English All Students are Special Some Need Supplemental Supports and Services to Be Successful and Historical Perspectives on Reading and Reading Instruction New in the Fourth Edition A new chapter on technology with state of the art applications A new chapter with the most up to date information on how vocabulary is learned and on how it is best taught responding to the national renewed interest in vocabulary instruction A new section on Readers Writer s workshop with a focus on supporting student inquiry and exploration of multiple genres A more comprehensive chapter on literature instruction and the role of literature in the reading program with examples that support students multigenre responses A discussion of literary theories with examples for classroom implementation Broader coverage of the phases of reading development from the pre alphabetic stage to the full alphabetic stage A more inclusive chapter on writing instruction and A thoroughly revised chapter on teaching reading to students who are learning English including extensive information on assessment and evaluation

**The Hitchhiker's Guide to Writing Research** Xinghua Liu, Michael Hebert, Rui A. Alves, 2023-09-30 This book brings together the work of established scholars from around the world to celebrate and honor the many ways in which Steve Graham has contributed to the advancement of teaching and researching writing Focusing on writing development and writing instruction in different contexts of education original contributions in this book critically engage with theoretical and empirical issues raised in Steve Graham s influential body of work and significantly extend our understandings of the importance of writing in developing learners literacy and the roles of writing in teaching and learning processes This book is organized around themes central to Steve Graham s work including theories and models of writing effective instructional methods in teaching writing surveys on teaching and learning writing and systematic review studies on writing Apart from regular chapters the book also features personal and scholarly reflections revealing the powerful ways in which Steve Graham s work has influenced our thinking in the field of writing research and continues to open up new avenues for future research endeavors

*Descriptosaurus Grammar Companion Ages 9 to 12* Alison Wilcox, 2024-02-15 Descriptosaurus Grammar Companion Ages 9 to 12 is a flexible grammar toolkit based on current research about effective strategies for teaching grammar tools and sentence construction investigation imitation combining and expansion It includes guidelines exercises scaffolds and models and by showing a clear progression route to the acquisition and consolidation of increasingly more complex grammar tools it provides teachers and students with a road map that makes learning about sentence construction and revision visible This book is a collection of connected resources that can be used as and when required and it provides an easily accessible differentiation resource for each student based on their current stage of development not the age related targets and expectations It enables the learning process for grammar

tools to be recursive rather than linear to be regularly revisited in short bursts to consolidate students knowledge and usage or to correct any misconceptions or problem areas without impeding any writing activities already planned Chapters focus on four main points Investigation Imitation Combining Expansion This Grammar Companion supports the main Descriptosaurus book and scaffolds students in their journey through the world of language This essential resource will strengthen their language muscles and build confidence with sentence manipulation when revising their own texts thus freeing their minds to think about the important issues of writing content audience and purpose and organisation and structure **Teaching**

**Reading** Douglas Fisher,Nancy Frey,Diane Lapp,2022-08-29 The comprehensive guide you can trust for evidence based reading practices It s settled science developing skilled readers can enhance students lives That s why renowned educators Douglas Fisher Nancy Frey and Diane Lapp wrote this resource with the urgency of a code blue in an ER because too many children for many reasons struggle with learning to become strong readers Designed to be a one stop shop for best practices Teaching Reading is concise encyclopedic and essential Thirteen interactive modules provide easy to read ideas to support you teaching every child to read very well You will learn how to Focus on two critical aspects of reading word recognition and language comprehension Select the best activities to support students in grades K 6 to learn letters and sound relationships Provide developing readers with the most effective oral written and reading experiences Recharge your confidence and craft with uplifting new research findings from neuroscience cognitive science and child development Clear up confusions about phonics progressions reading fluency morphology text selection grammar and more Develop background knowledge vocabulary and comprehension instruction Be up to date on how to help students attain deeper levels of comprehension by applying Theory of Mind and other cutting edge ideas Reading is a thrilling but complex process It involves a heady mix of skills schema self concept and social dimensions To give all students the chance to reap its rewards we need a go big kind of resource This is it Learning to Write Aviva Freedman,Ian Pringle,Janice Yalden,2014-09-25 First published in 1983 The present volume holds the selected papers of a symposium on CCTE Conference held in 1979 in Ottawa Canada The content provides an introduction and a review of major themes in Writing research and pedagogy This is in part achieved by the papers themselves and in part by the introductions the Editors offer to each of the four Parts Second the reader is continually presented with a characteristic applied linguistic interplay of research and practice each affecting the other in a mutual and interactive manner Third the issues of Writing as Product versus Writing as Process or The Teaching of Writing Skills versus the Development of Writing Abilities or The Use of Writing for Learning and Knowing are not merely issues affecting Writing alone but language learning and teaching as a whole and one might add the entire process of education

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