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Sentence *Combining:

*Improving Student Writing
without Formal Grammar Instruction

By Frank O'Hare

Sentence Combining Improving Student Writing Without Formal Grammar Instruction

H Kauffman



Sentence Combining Improving Student Writing Without Formal Grammar Instruction:

Sentence Combining; Improving Student Writing Without Formal Grammar Instruction Frank O'Hare, 1973

Sentence Combining; Improving Student Writing Without Formal Grammar Instruction Frank O'Hare, 1971 Why Johnny Can't Write Myra J. Linden, Arthur Whimbey, 2012-12-06 The authors of this book both experienced teachers examine the controversy surrounding two popular methods for teaching writing the process approach and its offspring Writing Across the Curriculum Both have recently been called into question for their ineffectiveness An alternative lesser known procedure called sentence combining which has been proven successful in numerous studies over the past fifteen years finally is gaining the attention it deserves Using the sentence combining approach the authors present a rationale for re thinking and re tooling the English classroom and consequently making the entire educational system work more effectively This book is useful for teachers at any level especially those involved in writing instruction It is also worthwhile reading for those wishing to improve their writing skills Doing the sample exercises will strengthen writing skills and provide a solid foundation for a lifelong program of language growth The Writing Revolution 2.0 Judith C. Hochman, Natalie Wexler, 2025-04-01 Lead a writing revolution in your classroom with the proven Hochman Method Building on the success of the original best seller this new edition of The Writing Revolution adds valuable guidance for teachers seeking a way to bring their students writing ability up to rigorous state standards As thousands of educators have already discovered The Writing Revolution provides the road map they need clearly explaining how to incorporate the Hochman Method into their instruction no matter what subject or grade they re teaching and regardless of the ability level of their students The new edition provides a reorganized sequence of activities and even more student facing examples making it easier than ever to bring the method to your classroom The Writing Revolution isn t a separate curriculum or program teachers need to juggle Rather it is a method providing strategies and activities that teachers can adapt to their preexisting curriculum and weave into their content instruction By focusing on specific techniques that match their students needs and providing them with targeted feedback The Writing Revolution can turn weak writers into strong and confident communicators In addition the method can Identify misconceptions and gaps in knowledge Boost reading comprehension and learning Improve organizational skills Enrich oral language Develop analytical abilities The Writing Revolution takes the mystery out of teaching students to write well *Handbook for Planning an Effective Writing Program, K-12* DIANE Publishing Company, 1996-02 This popular handbook is designed to provide teachers curriculum specialists school administrators parents and students with a standard for assessing existing writing programs and a tool for helping them design new programs It includes information to help them identify the strengths and weaknesses of existing or proposed writing programs and to select strategies for change Addresses both the content and teaching methodology of a writing program that is what ought to be taught and how it should be taught Award Winner Illustrated *Teaching English in the*

Block Dan Walker, Jr, Jeff Newton, Joe Strzpek, 2013-10-18 Provides detailed instructional strategies sample lesson plans and sample assessments which can be adapted in your classroom to help create better readers and more effective writers

The Linguistic Structure of Modern English Laurel J. Brinton, Donna M. Brinton, 2010-07-29 This text is for advanced undergraduate and graduate students interested in contemporary English especially those whose primary area of interest is English as a second language primary or secondary school education English stylistics theoretical and applied linguistics or speech pathology The emphasis is on empirical facts of English rather than any particular theory of linguistics the text does not assume any background in language or linguistics In this newly revised edition numerous example sentences are taken from the Corpus of Contemporary American English A full glossary of key terms an additional chapter on pedagogy and new sections on cognitive semantics and politeness have been added Other changes include completely updated print references web links to sites of special interest and relevance and a revised reader friendly layout A companion website that includes a complete workbook with self testing exercises and a comprehensive list of web links accompanies the book The website can be found at the following address <http://dx.doi.org/10.1075/z156.workbook> Students completing the text and workbook will acquire a knowledge of the sound system of contemporary English an understanding of the formation of English words a comprehension of the structure of both simple and complex sentence in English a recognition of complexities in the expression of meaning an understanding of the context and function of use upon the structure of the language and an appreciation of the importance of linguistic knowledge to the teaching of English to first and second language learners Laurel J Brinton is Professor of English Language at the University of British Columbia Donna M Brinton is Senior Lecturer in TESOL at the University of Southern California s Rossier School of Education The Linguistic Structure of Modern English is a revised edition of The Structure of Modern English by Laurel J Brinton 2000 *Aspects of Language Development in an Intensive English Program* Alan Juffs, 2020-03-02 While there is much in the literature on ESL development this book is the first of its kind to track the development of specific language abilities in an Intensive English Program IEP longitudinally and highlights the implications of this particular study s findings for future IEP implementation and practice and ESL and SLA research The volume draws on many years worth of data from learners at an IEP at the University of Pittsburgh to explore selected aspects of language development including lexical grammatical speaking and writing abilities in addition to placement assessment practices and student learning outcomes A concluding chapter points to the ways in which these findings can be applied to decision making around IEP curriculum development and the future role of IEPs in higher education more broadly With its focus on students in IEP settings and the concentration on data from students evaluated over multiple semesters this volume offers a unique opportunity in which to examine longitudinal developmental patterns of different L1 groups on a variety of measures from the same learners and will be key reading for students and researchers in second language acquisition English for Academic Purposes language education and applied linguistics *Creativity and*

Chaos Charles Suhor, 2020-05-05 In *Creativity and Chaos Reflections on a Decade of Progressive Change in Public Schools 1967-1977* Charles Suhor brings to life the bold challenges to the status quo in education during a decade of national turmoil. The regimentation and rote learning of traditional schooling could not have escaped the restless temper of the times. Vietnam war protests, racial strife, assassinations, hippie communes, the sexual revolution, an emerging drug culture, and daring innovations in pop rock music. Suhor describes his immersion in post World War II popular culture of New Orleans as a rich backdrop for his years as an impassioned educational reformer at local and national levels. A risk-taking teacher and district supervisor of English, he plunged headlong into controversies over black literature censorship, *ebonics*, the new grammar faculty integration, testing, standardization, and computer technology. He demonstrates how the sweeping national trends often took quirky, distinctive turns in a city that delights in marching to a different drummer. Suhor's engaging account takes the reader into classrooms as well as the intrigues of central office politics and national leaders' disputes on how to best teach students in a time of change. In no sense a doctrinal liberal, he lambastes the errors and excesses of the progressive movement and traces its decline and the backlash demand for a return to basic skills. Suhor concludes with an update on innovations that have waned or persisted in today's schools. *Reciprocal Teaching Techniques* B. Padma, 2008 Study conducted in the Lalkudi District of Tamil Nadu, India. 1977 Brent Henze, Jack Selzer, 2008-02-20 A product of extensive archival research and numerous interviews. 1977 A Cultural Moment In *Composition* examines the local state and national forces economic, political, cultural, and academic that fostered the development of the first-year composition program at one representative site, Penn State University in the late 1970s. **The SAGE Handbook of Writing Development** Roger Beard, Jeni Riley, Debra Myhill, Martin Nystrand, 2009-07-23 By drawing on international cross-phase and cross-disciplinary research perspectives, this book offers a comprehensive review of writing development invaluable for researchers and practitioners alike. *Handbook of Academic Learning* Gary D. Phye, 1997-01-08 The *Handbook of Academic Learning* provides a comprehensive resource for educational and cognitive psychologists as well as educators themselves on the mechanisms and processes of academic learning. Beginning with general themes that cross subject and age level, the book discusses what motivates students to learn and how knowledge can be made personal for better learning and remembering. Individual chapters identify proven effective teaching methods for the specific domains of math, reading, writing, science, and critical problem solving; how students learn within those domains; and how learning can be accurately assessed for given domains and age levels. The Handbook takes a constructivist perspective to academic learning, emphasizing the construction of personal knowledge of an academic nature. Constructivism within the context of learning theory is viewed as involving an active learner that constructs an academic knowledge base through the development of cognitive strategies and metacognition. The book discusses the development of basic literacy skills that provide the foundation for higher-order thinking and problem solving. Constructivism recognizes the social dimension of classroom learning and emphasizes the

motivational elements of self regulation and volition as essential learner characteristics Written by authors who have first hand experience with both theory development and the development of authentic classroom instructional techniques the Handbook empowers educators to develop implement and field test authentic instructional practices at their school site The book provides a review of the literature theory research and skill techniques for effective teaching and learning Identifies effective teaching with specific techniques Covers elementary school through high school Discusses teaching methods for all main subject areas reading writing math science and critical thinking Identifies how students learn to learn Reviews theory research techniques and assessment Contains field tested examples for the educational professional at the school site Provides a resource for staff development Technical Writing , **The Challenge of Illiteracy** Zaghloul Morsy,1994 First Published in 1995 Routledge is an imprint of Taylor Francis an informa company Landmark Essays on Writing Process Sondra Perl,1994 First Published in 1995 Routledge is an imprint of Taylor Francis an informa company

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 *Landmark Essays on ESL Writing* Tony Silva,Paul Kei Matsuda,2013-10-31 In recent years the number of nonnative speakers of English in colleges and universities in North America has increased dramatically As a result more and more writing teachers have found themselves working with these English as a Second Language ESL students in writing classes that are designed primarily with monolingual native English speaking students in mind Since the majority of institutions require these students to enroll in writing courses at all levels it is becoming increasingly important for all writing teachers to be aware of the presence and special linguistic and cultural needs of ESL writers This increase in the ESL population has over the last 40 years been paralleled by a similar growth in research on ESL writing and writing instruction research that writing teachers need to be familiar with in order to work effectively with ESL writers in writing classrooms of all levels and types Until recently however this body of knowledge has not been very accessible to writing teachers and researchers who do not specialize in second language research and instruction This volume is an attempt to remedy this problem by providing a sense of how ESL writing scholarship has evolved over the last four decades It brings together 15 articles that address various issues in second language writing in general and ESL writing in particular In selecting articles for inclusion the editors tried to take a principled approach The articles included in this volume have been chosen from a large database of publications in second language writing The editors looked for works that mirrored the state of the art when they were published and made a conscious effort to represent a wide variety of perspectives contributions and issues in the field To provide a sense of the evolution of the field

this collection is arranged in chronological order **Landmark Essays on Writing Program Administration** Kelly Ritter, MELISSA IANETTA, 2024-11-01 Leading with the provocative observation that writing programs administration lacks an established set of texts that provides a baseline of shared knowledge in which to root our ongoing conversations and with which to welcome newcomers *Landmark Essays on Writing Program Administration* focuses on WPA identity to propose one such grouping of texts This Landmark volume is the cornerstone resource for new Writing Program Administrators and graduate students seeking an ever important overview of the literature on Writing Program Administration Drawing broadly across scholarship in writing programs and writing centers Ritter and Ianetta work to historicize theorize and problematize the ever shifting answers offered to the question Who or what is a WPA **Theory and Practice of Writing** William Grabe, Robert B. Kaplan, 2014-09-25 This book undertakes a general framework within which to consider the complex nature of the writing task in English both as a first and as a second language The volume explores varieties of writing different purposes for learning to write extended text and cross cultural variation among second language writers The volume overviews textlinguistic research explores process approaches to writing discusses writing for professional purposes and contrastive rhetoric It proposes a model for text construction as well as a framework for a more general theory of writing Later chapters organised around seventy five themes for writing instruction are devoted to the teaching of writing at the beginning intermediate and advanced levels Writing assessment and other means for responding to writing are also discussed William Grabe and Robert Kaplan summarise various theoretical strands that have been recently explored by applied linguists and other writing researchers and draw these strands together into a coherent overview of the nature of written text Finally they suggest methods for the teaching of writing consistent with the nature processes and social context of writing

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