*no. 15 in a series of research reports sponsored by the NCTE Committee on Research

Sentence *Combining:

*Improving Student Writing
without Formal Grammar Instruction

By Frank O'Hore

Frank O'Hare

Sentence Combining; Improving Student Writing Without Formal Grammar Instruction Frank O'Hare, 1973 Sentence Combining: Improving Student Writing Writing Without Formal Grammar Instruction Frank O'Hare, 1971 Whν 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 guestion 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

Teaching English in the Block Dan Walker, Jr, Jeff Newton, Joe Strzepk, 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 z 156 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 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 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 Creativity and Chaos Charles Suhor, 2020-05-05 In Creativity and Chaos Reflections on a Decade of applied linguistics 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 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 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 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 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 A Guide to Curriculum Planning in English Language Arts Ellen L. Last, 1989 The Psychology of Written Composition Carl Bereiter, Marlene Scardamalia, 2013-11-05 First Published in 1987 Part of a series on the psychology of education and instruction this volume marks a highpoint in the development on writing from a cognitive perspective It significantly expands the data base upon which our understanding of writing rests the book presents

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