

# WRITING INSTRUCTION: SENTENCE CONSTRUCTION

Zoi A. Philippakos

# Agenda

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- Writing Instruction
  - Grammar: Sentence Combining
  - Writing Quality-Evaluation of writing using Genre elements

# Writing Instruction: Grammar

- Syntactic Control
  - ▣ Important for sentence production during composition (Hayes & Flower, 1980)
  - ▣ Allows writer to pay attention and spend cognitive energy on writing tasks (Bereiter & Scardamalia, 1986)
  - ▣ Supports communication with a reader
  - ▣ Affects writing quality

Saddler, 2012

# Sentence Combining

- Evidence-based approach (Graham & Perin, 2007)
  - ▣ Teaches students choices in expressing meanings (this is what good writers do).
  - ▣ Goal: better sentences; clearer meanings
  - ▣ When: during revision/editing
  
- Zoi got a speeding ticket.
- Zoi was upset.
- Zoi was upset because she got a speeding ticket.
- Because Zoi got a speeding ticket, she was upset.

# Sentence Combining (continued)

- Cued or open
  - ▣ Cued two sentences to three
  - ▣ Apply in real contexts
  
- Principles
  - ▣ Teacher modeling
  - ▣ Scaffolded practice/guided practice
  - ▣ Independent practice

# C-CARD (Saddler, 2012, p. 55-56)

- **Combine**
  - ▣ Combine the kernels in any grammatical acceptable sequence that sounds effective
- **Change**
  - ▣ Change the form of words
- **Add function words**
- **Rearrange**
  - ▣ Move words around to change the sound or focus
- **Details**
  - ▣ Add or eliminate details

# References



- Graham, S. (2006). Strategy instruction and the teaching of writing: A meta-analysis. In MacArthur, C. A., Graham, S., & Fitzgerald, J. (Eds), *Handbook of Writing Research* (pp. 187-207). New York: Guilford Press.
- Graham, S., & Perin, D. (2007). What we know, what we still need to know: Teaching adolescents to write. *Scientific Studies of Reading, 11*, 313-335.
- Saddler, B. (2012). *Teacher's guide to effective sentence writing*. New York: Guilford Press.