

This training focuses on research-based strategies of sentence-combining that help first through tenth-grade teachers guide students to use more mature sentences in their independent writing and exceed standard expectations on state writing tests.

- DATE: June 28-29, 2010 TIME: 8:00am - 4:00pm
LOCATION: Country Inn & Suites by Carlson, Athens, Georgia
COST: \$480/teacher—Double Occupancy \$580/teacher—Single Occupancy
BRING: Course standards and/or a textbook

The sessions include the following elements:

- Learning rituals and routines that teach students to use mature grammatical patterns of Standard Written English in their independent writing.
Focusing on correct sentences; not error-filled sentences that confuse marginal writers.
Using sentence-combining lessons as mini-lessons for revising first drafts.
Understanding that sentence-combining practice is the skills strategy that produces the greatest impact on writing expression for students of all tiers of Response to Intervention (RTI).
Understanding of the special impact that sentence-combining has on gifted and marginal writers.
Realizing that the use of oral, written and kinesthetic learning styles helps students achieve automaticity in using each grammatical pattern practiced.
Understanding how to measure syntactic growth through effective pretests and posttests.
Understanding the role of rewrite passages and framed drafts in enhancing syntactic maturity.
Using sentence-combining to aid paragraph building and essay construction.

Name Title
School Name District
School Address
School Phone # Home Phone #
School E-mail
Home E-mail

Check here if you are interested in receiving PLU credit for this workshop.
Check here if you need a vegetarian meal. Other dietary needs
Grade level of materials that I prefer for this workshop (please circle one):
K 1 2 3 4 5 6 7 8 9 10 11 12

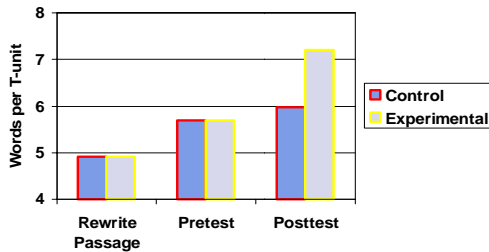
Workshop Questions?
contact April Turner
office@writingtowin.com - 706-850-5854

Mail your completed registration form with payment to Erincort
Consulting, 1231 Founder's Blvd., Athens, Georgia 30606
FAX # (706) 543-6306



Effects of *Sentence Building* Practice on the Performance of 2nd Graders

Effects of *Sentence Building* Practice on the Language Maturity of 2nd Graders
2003-2004, Fulton County Schools, Georgia



Group	Rewrite Passage	Pretest	Posttest
Control	4.92 W/TU	5.7	5.98
Experimental	4.92 W/TU	5.7	7.21

Written Language Maturity

Four elementary schools of Fulton County, Georgia adopted *Writing to Win Sentence Building* as a supplement to the *Voyager Extended Learning* reading series. *Sentence Building* covered objectives in the English Language Arts (ELA) component of the Georgia's *Criterion-Referenced Competency Test* for grades 1 and 2 not covered in the

reading series. The effects of *Sentence Building* practice was measured in an experimental-control group design. Four schools using *Sentence Building* made up the experimental group. Two schools using *Voyager Expanded Learning*, but not *Sentence Building* made up the control group. The results measured by a pretest and posttest rewrite passage appear in the chart below.

The first column indicates the average length of T-unit (linguistic unit similar to a sentence) in the passage given to students to rewrite. The average length of T-unit was 4.92; all sentences were kernel sentences "Once there was a man. He was old. He lived alone...." The analysis of the pretest indicates that both groups of grade 2 students combined sentences and rearranged words, increasing length of T-unit to 5.7 words. The students' performance on the posttest rewrite passage was significantly different. The control group produced rewritten passages of 5.98 words/T-unit while the experimental group produced passages with 7.21 words/T-unit. The experimental students automatically created sentences with compound subjects and predicates in rewriting the passage. The increase T-unit length of 1.23 words represents over a year's growth in language maturity.