



INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

From Words to Sentences and Beyond: Common Problems and Fixes

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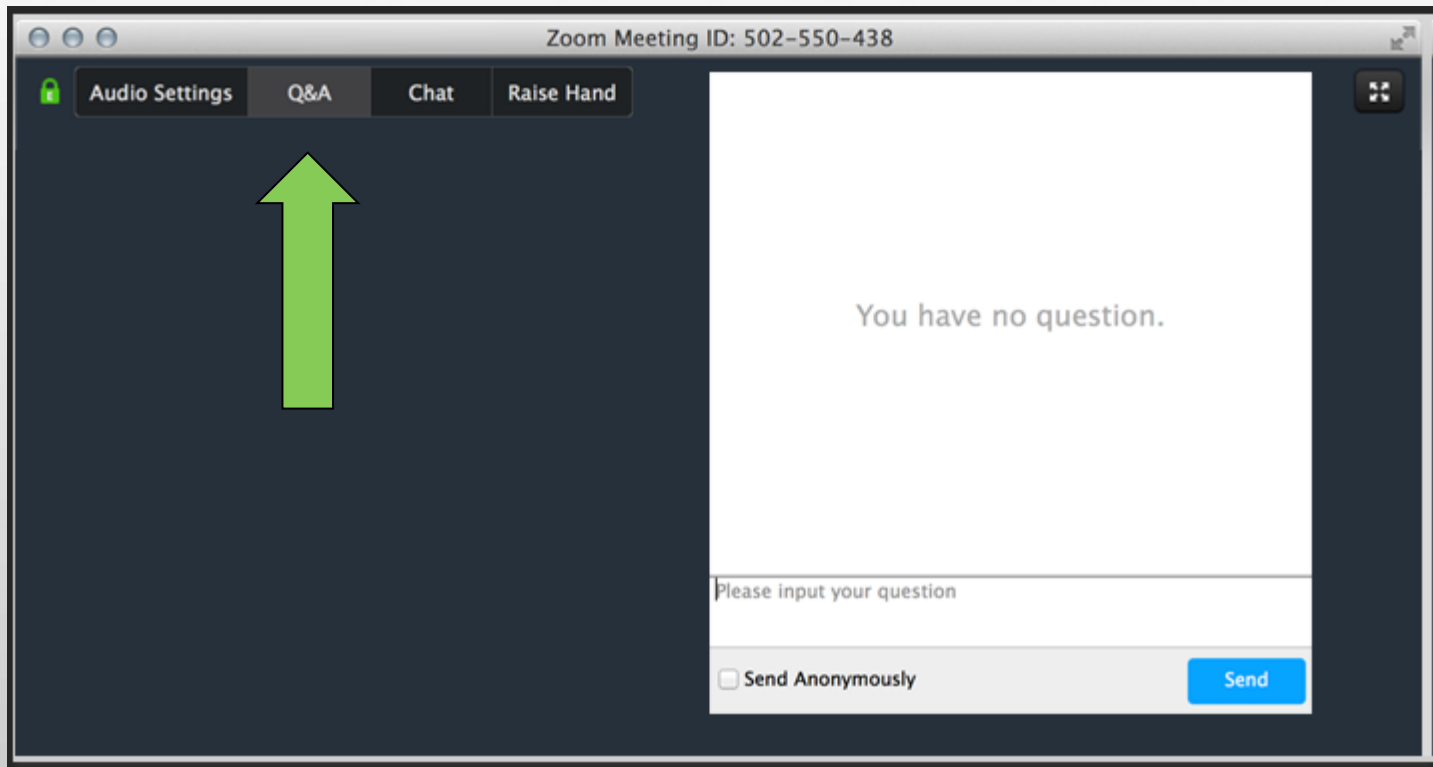
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Welcome!

*This Webinar is being recorded and will be posted in the
IPDAE Webinar Archive.*

- If you have a question, please type it into the **Q&A** option.



- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

In this session, we will explore:

- Strategies to improve sentence structure
- Creating effective topic sentences
- Beginning paragraph structures
- Resources



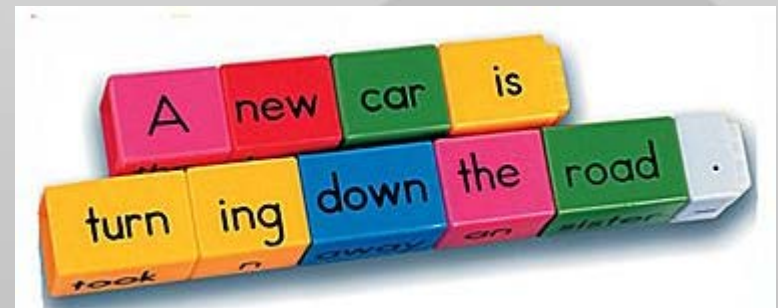
- A **word** is just a bunch of letters and sounds.
- A **sentence** is just a bunch of words.
- A **paragraph** is just a bunch of sentences.
- An **essay** is just a bunch of paragraphs.

National Center of Literacy and Numeracy for Adults -
The University of Waikato



Sometimes, you just gotta' go with the flow!

When we write, we write in sentences. Beginning with a capital letter, we wind our way over words and phrases until we've expressed a complete thought, and then we mark the endpoint with a period, question mark, or exclamation mark.



However, does this look familiar?

Uncle Thomas called his
grandson is over nine
Because I ate dinner.
Traveling home late at night,
my best friend
Excellent skills in written
communication is required.
I went to the store I got
and cookies.

- **Fragments**
 - Because some students work part-time while taking a full load of classes.
- **Run-on sentences/comma splices**
 - My family went to Australia then they emigrated to Canada.
- **Choppy sentences**
 - Alligators are reptiles. Alligators are large. Alligators are excellent swimmers.
- **Stringy sentences**
 - Many students attend classes all morning, and then they work all afternoon, and they also have to study at night, so they are usually exhausted by the weekend.

Start with teaching subjects and predicates

- **Is it a sentence?** On sentence strips, write phrases that are sentences and incomplete sentences. On the board or on a pocket chart, have two columns with the headings **Sentence** and **Not a Sentence**. Give each student a sentence strip. Have students place the strips under the correct heading. To extend the activity, as a class, complete the incomplete sentences together, emphasizing capitalization and punctuation.
- **Silly Sentences:** Create packets with subjects, verbs, and predicates. Have students choose one strip from each packet and put the strips together to form a silly sentence. Example: **The big butterfly flew in a jar of jelly.**

- Are fluent
- Have variety in sentence beginnings
- Have variety in sentence length and structure
- Are easy to read expressively; sound great read aloud.
- Have structures that are easy to understand
- Have correct conventions
- Communicate!

Looking for Quality in Student Writing – Steve Peha

http://www.ttms.org/writing_quality/writing_quality.htm

1. **Main Parts.** These parts usually contain the main action of the sentence.
 - **Subject** – person, place, or thing
 - **Predicate** – the main action of the sentence
2. **Lead-In Parts.** These parts lead into other parts, often main parts.
3. **In-Between Parts.** As the name implies, these parts go in between other parts. They feel like a slight interruption.
4. **Add-On Parts.** These are extra parts that convey additional information about any of the other parts and are usually used to make things more specific.

Jason jogged quickly down the road.

Part of the Sentence	Example
Lead-In	
Main (Subject)	Jason
In-Between	
Main (Predicate)	jogged quickly down the road
Add-On	

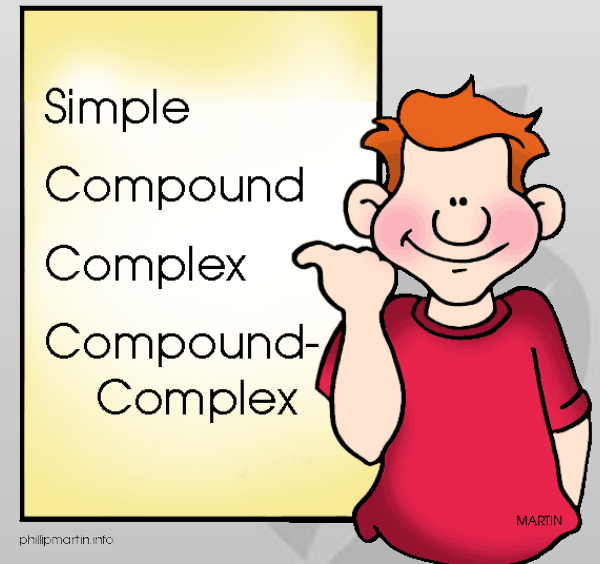
On a warm summer morning, Jason, a young man, jogged quickly down the road and set off on a new trail that he had been wanting to explore.

Part 1	On a warm summer morning,	Lead-In
Part 2	Jason,	Main (Subject)
Part 3	a young man,	In-Between
Part 4	jogged quickly down the road	Main (Predicate)
Part 5	and set off on a new trail that he had been wanting to explore	Add-On

In the heat of the afternoon, the ice cream truck, old and dented with wear, turned on to our street, and slowly stopped before a crowd of children waiting impatiently to buy their favorite treat.

Part	Example	Part of the Sentence
Part 1	In the heat of the afternoon,	Lead-In
Part 2	the ice cream truck,	Main (Subject)
Part 3	old and dented with wear,	In-Between
Part 4	turned on to our street,	Main (Predicate)
Part 5	and slowly stopped before a crowd of waiting children.	Add-On

- Creating One Out of Four (Sentence Combining)
- Using the 5Ws and an H
- Sentence Pyramids
- Sentence Patterns
- Who – Did What –
When – Where



Create One Out of Four (Builds Fluency)

There is a boy.
The boy is small.
There is a pond.
The boy fell.



Revision: An Important Skill in Sentence Fluency

Task	The small boy fell into the pond.
Combining	You combined four sentences into one.
Rearranging	You rearranged words, putting small before boy.
Subtracting	You subtracted unnecessary words.
Expanding	You expanded, adding into.

- Start with a phrase – “made cookies”
- Use prompts – who, where, when
 - Shelly made cookies in the bakery in the morning.
- Now add descriptors – what kind
 - Shelly made oatmeal and chocolate chip cookies in the bakery in the morning.
- Add more information – how
 - Using an old family recipe, Shelly made oatmeal and chocolate chip cookies in the bakery in the morning.
- Could you add why?

- Have students pick a phrase and write a sentence using the 5 Ws and an H.
 - Went home
 - Left school
 - Found money
 - Saw a crime
 - Bought a car
 - Watched movie
 - Counted change
 - Ate lunch



- Example: Use the 5Ws and H to expand!

“There’s a frog on the log.”



Sentence: **There’s a frog sitting.** (Who)

What kind? **small, green**

How is he sitting? **quietly**

Where is he sitting? **on a log**

Why? **due to the heavy, heavy fog**

- Expanded sentence = **“There’s a small, green frog who is quietly sitting on a log due to the heavy, heavy fog.**

The sun is setting.

The sun is setting over the lake.

The beautiful sun is setting over the lake.

The beautiful sun is slowly setting over the lake.

The beautiful, brilliant orange sun is setting over the lake.

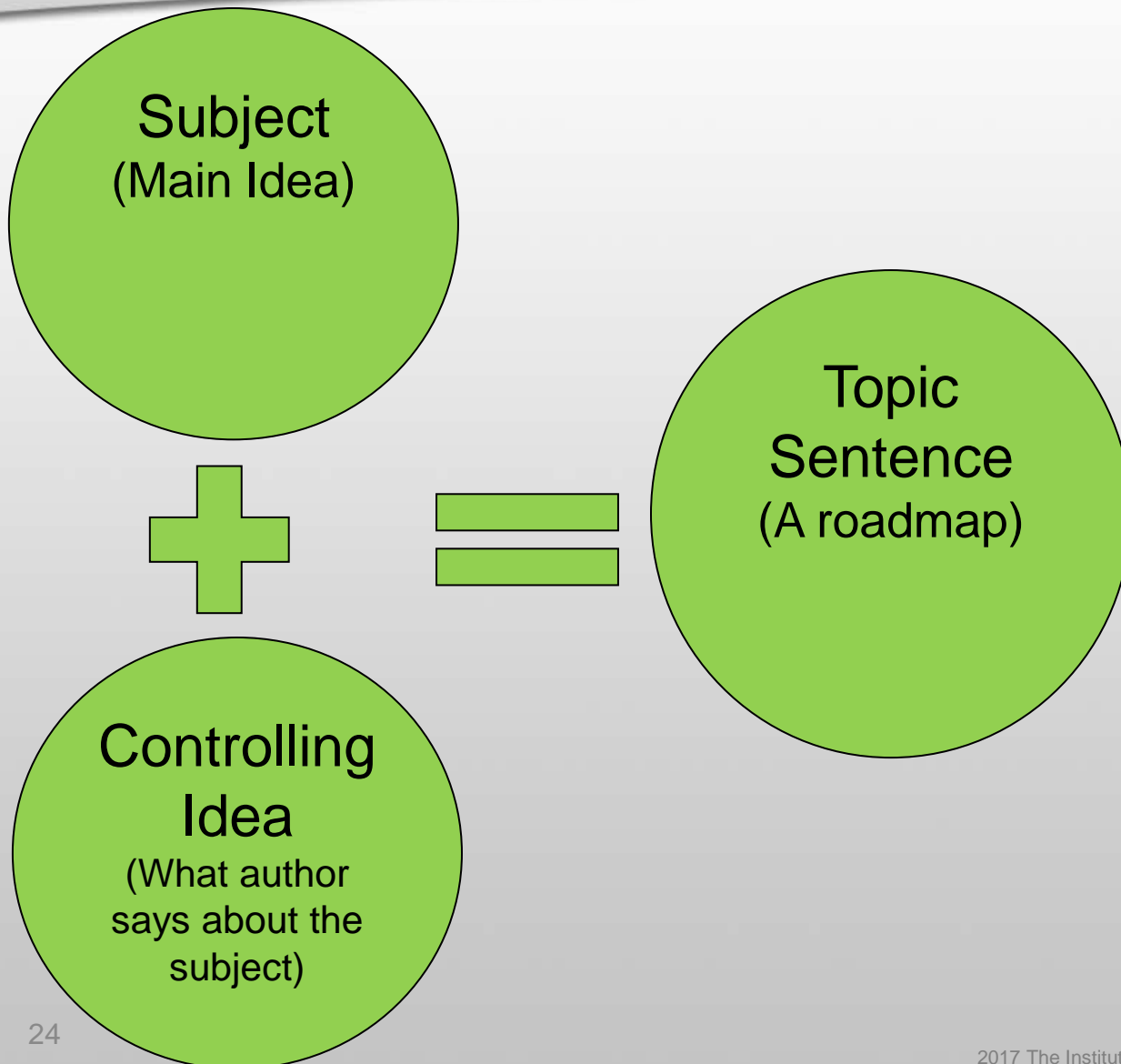
The beautiful, brilliant orange sun is slowly setting over the lake.



Basic Sentence Patterns	Examples
S + V	Customers complain.
S + V + O	The manager helped us gladly.
S + V + N	Her decision was a mistake.
S + V + ADJ	My friend looked suddenly pale.
S + V + ADV	Flowers are everywhere.
S + V + IO + O	Her cousin often showed visitors the capital.
S + V + DO + OC	They called the anonymous benefactor a saint.
S + V + DO + ADJ	We painted the house green for the first time.



<https://www.youtube.com/watch?v=bEqtKCAuJa0>



Topic sentences are like handshakes. The stronger the better.



An effective topic sentence

- Introduces the topic of a paragraph
- Hooks the reader
- Plants questions in the reader
- Uses thought-provoking words
- Is usually first sentence, but can occur anywhere in the paragraph
- Provides a transition from the previous paragraph

- Consists of a **main subject** and a **controlling idea**.
 - **Hockey** is the **greatest sport in the world**.
- Not too general
 - I like all sports.
- Not too specific
 - My dog's name is John.
- Not a well-known fact
 - China has the largest population in the world.



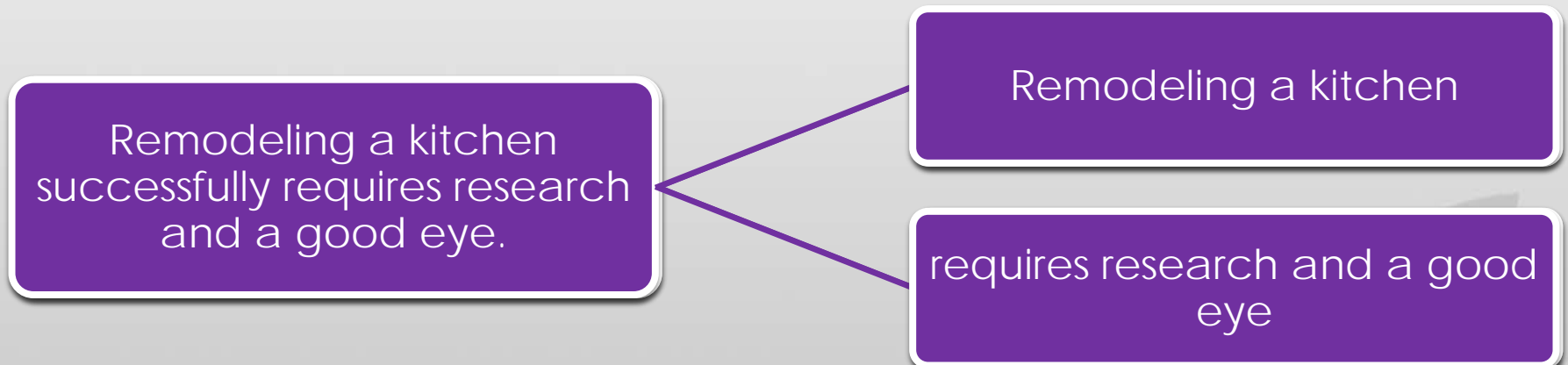
Teach the Parts of a Topic Sentence

Subject + Controlling Idea

- The invention of the light bulb (subject)
changed the world in many ways
(controlling idea)
- Beagles make good pets for several
reasons



What's the subject? What's the controlling idea?

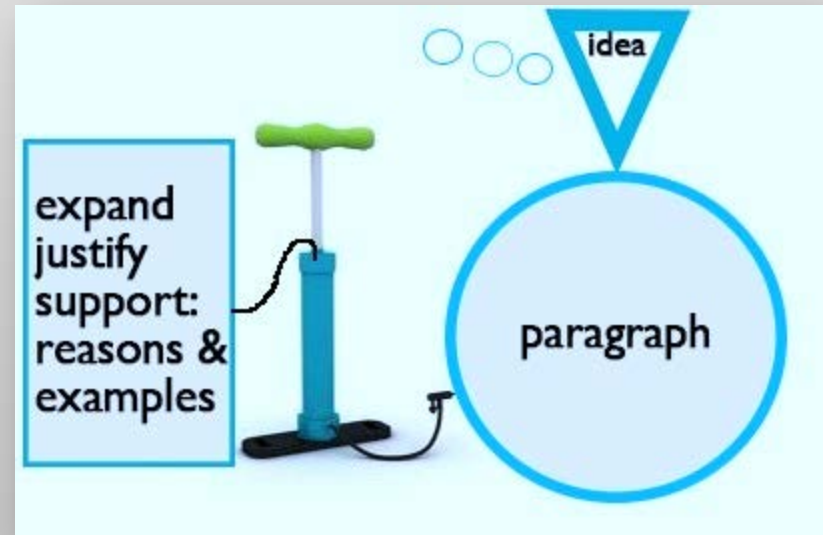


Teach the three-part method.

Identify the item	Select a verb	Finish your thought
Dogs	make wonderful pets	because they help you to live longer.

Goal	Sentence Starter
Compare and Contrast	<p>Similarities and differences exist between . . .</p> <p>____ and ____ are very similar in some ways, yet opposites in other ways.</p>
Pros and Cons	<p>While there are multiple benefits of ____, there are also several negative consequences.</p> <p>It is important to carefully examine the pros and cons of ____.</p>
Description	<p>There are many qualities that describe . . .</p> <p>____, _____, and _____ describe _____.</p>
Causation	<p>Understanding the causes of _____ can be complex.</p> <p>There are numerous effects of _____.</p>

- Paragraph = a group of sentences that support an idea
- A good paragraph has
 - Unity
 - Support
 - Coherence
 - Effective language
 - Variety of structures



Introduction

Topic Sentence

Body

Support

Elaboration

Elaboration Details

Conclusion

Closing Statement



Point

Evidence

Explain

Link

The ABE
Department at
our school is
great.

Teachers work hard to make
sure lessons are interesting and
relevant. They create lessons
to meet all students' needs.

In 2016, students who
attended classes
achieved a 98% pass
rate on their tests.

This is just one reason
that the department
is so successful.

State your Point	Removing wild animals from their natural habitats is cruel.
Support with Evidence	When kept captive, these beautiful creatures become bored and lonely. This often leads to a condition called "zoochosis". Animals suffering from zoochosis begin to show problems, such as rocking back and forth or grooming themselves excessively, or vomiting.
Explain the evidence	Conditions such as this clearly demonstrate that wild animals belong in the wilderness, not in restrictive prison-like cages.
Link to the topic	Animals must be freed from zoos now, so that this terrible suffering ends for good.

What

What do you think?

Why

Why do you think it?

How

How do you know?

This is your opinion or stance	This is your reason	This is your evidence or examples

What This is your opinion or stance	Why? This is your reason	How? This is your evidence or examples
_____ is the best grocery store in town.	Clean	Floor shines, cabinets and counters have no debris Smells fresh
	Excellent customer service	Clerks know my name and smile Staff asks if I need help Open more registers when busy
	Wide selection of products	Organic and regular produce Things I need Bigger dairy and meat dept.

Myth buster – How many sentences should a paragraph have?

- It depends!
- A paragraph should be as long or as short as it needs to be to develop a main idea.



Teach students how to

- Compose a topic sentence
- Brainstorm supporting ideas
- Write a paragraph in topic outline form
- Put supporting ideas in a logical order
- Explain the idea
- Create a concluding sentence

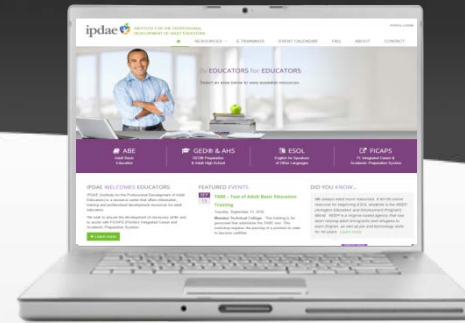


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- From Words to Sentences and Beyond Webinar Guide
- ABE/ESOL Lesson Plans
 - ESOL Writing
 - Using Evidence to Support Writing
 - Understanding Affixes to Unlock Meaning
- Upcoming Grab and Gos
 - Sentence Building
 - Sentence Strips
 - What? Why? How?

Other Websites

- Teaching that Makes Sense - <http://ttms.org/>
- Purdue Owl <https://owl.english.purdue.edu/owl/resource/606/01/>
- ReadWriteThink - <http://www.readwritethink.org/>
- ReadWorks - <http://www.readworks.org/>





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Edutopia 2014

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Connected*

Always here to assist!

The IPDAE Team