

ipdae INSTITUTE FOR THE PROFESSIONAL DEVELOPMENT OF ADULT EDUCATORS

2018-19

There Has to Be a Better Way Teaching Grammar and Structure in Context

Building Capacity for Florida ABE and GED® Programs

www.floridaipdae.org

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Grammar Gaffes!

Have you seen any of these problems lately?

- Word Choice – Frequently Confused Words, Homonyms/Homophones, Contractions
- Mechanics – Capitalization, Punctuation, and More!
- Usage – Subject/Verb Agreement, Verb Tense, Pronoun Reference, and More!
- Sentence Structure – Fragments, Run-ons, Comma Splices, Dangling Modifiers, Word Order, Parallel Structure

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It's All About the Frameworks, TABE 11/12, and the GED® Test

CONVENTIONS OF STANDARD ENGLISH



Do you know the skill level?

What do
you think?

Is it a Level E, M, D, or A?
Identify the correct level
that each of the TABE
11/12 questions in the
area of standard English
conventions assesses.



If we've been teaching this, at the correct level . . .

CCR.LA.ABE.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
NRS LEVEL 1 GE: 0.0-1.9	NRS LEVEL 2 GE: 2.0-3.9	NRS LEVEL 3 GE: 4.0-5.9	NRS LEVEL 4 GE: 6.0-8.9
<p>2.1 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Capitalize the first word in a sentence and the pronoun I.</p> <p>b) Capitalize dates and names of people.</p> <p>c) Recognize and name end punctuation.</p> <p>d) Use end punctuation for sentences.</p> <p>e) Use commas in dates and to separate single words in a series.</p> <p>f) Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>g) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>h) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>i) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>2.1 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Capitalize holidays, product names, and geographic names.</p> <p>b) Capitalize appropriate words in titles.</p> <p>c) Use commas in greetings and closings of letters.</p> <p>d) Use commas in addresses.</p> <p>e) Use commas and quotation marks in dialogue.</p> <p>f) Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>g) Form and use possessives.</p> <p>h) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>i) Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>j) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>k) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>2.1 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Use correct capitalization.</p> <p>b) Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c) Use punctuation to separate items in a series.</p> <p>d) Use a comma to separate an introductory element from the rest of the sentence.</p> <p>e) Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>f) Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>g) Use a comma before a coordinating conjunction in a compound sentence.</p> <p>h) Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>2.1 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Use punctuation (commas, parentheses, ellipsis, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>b) Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old, green shirt).</p> <p>c) Use an ellipsis to indicate an omission.</p> <p>d) Spell correctly.</p>

Then, we have a natural progression to our assessment tools

TABE 11/12 Language – Conventions assessed at all levels
Levels L, E, M, D, A

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Level E

- 2.L.6 Use words and phrases, including using adjectives and adverbs

Level M

- 5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening

Level D

- 6.L.3 and 7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening

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What percentage of the TABE 11/12 Language standards assess the conventions of standard English?

- Level L – 66%
- Level E – 48%
- Level M – 44% and 5% Knowledge of Language
- Level D – 44% and 10% Knowledge of Language
- Level A – 52%

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Language Assessment Targets ⁶	Range of Depth of Knowledge (DOK) Levels ⁷
Common Core Connection: L.1	
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.1.1 Edit to correct errors involving frequently confused words and homonyms, including contractions (passed, past; two, too; there, their, they're; knew, new; it's, its).	1-2
L.1.2 Edit to correct errors in straightforward subject-verb agreement.	1-2
L.1.3 Edit to correct errors in pronoun usage, including pronoun-antecedent agreement, unclear pronoun references, and pronoun case.	1-2
L.1.4 Edit to eliminate non-standard or informal usage (e.g., correctly use try to win the game instead of try and win the game).	1-2
L.1.5 Edit to eliminate dangling or misplaced modifiers or illogical word order (e.g., correctly use to meet almost all requirements instead of to almost meet all requirements.)	1-2
L.1.6 Edit to ensure parallelism and proper subordination and coordination.	1-2
L.1.7 Edit to correct errors in subject-verb or pronoun antecedent agreement in more complicated situations (e.g., with compound subjects, interceding phrases, or collective nouns).	1-2
L.1.8 Edit to eliminate wordiness or awkward sentence construction.	1-2
L.1.9 Edit to ensure effective use of transitional words, conjunctive adverbs, and other words and phrases that support logic and clarity.	1-2
Common Core Connection: L.2	
Demonstrate command of the conventions of standard English capitalization and punctuation when writing.	
L.2.1 Edit to ensure correct use of capitalization (e.g., proper nouns, titles, and beginnings of sentences).	1-2
L.2.2 Edit to eliminate run-on sentences, fused sentences, or sentence fragments.	1-2
L.2.3 Edit to ensure correct use of apostrophes with possessive nouns.	1-2
L.2.4 Edit to ensure correct use of punctuation (e.g., commas in a series or in appositives and other non-essential elements, end marks, and appropriate punctuation for clause separation).	1-2

⁶ See the Common Core State Standards for English Language Arts and Literacy at www.corestandards.org for more information on the reference codes listed at the beginning of each Language Assessment Target.
⁷ The Depth of Knowledge (DOK) levels correspond with Norman Webb's (University of Wisconsin) Depth of Knowledge model of cognitive complexity.

GED Testing Service® Assessment Guide for Educators

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GED® Test – Trait 3 of Constructed Response

Score	Description
Trait 3: Clarity and Command of Standard English Conventions	
2	<ul style="list-style-type: none"> • demonstrates largely correct sentence structure and a general fluency that enhances clarity with specific regard to the following skills: <ol style="list-style-type: none"> 1) varied sentence structure within a paragraph or paragraph 2) correct subordination, coordination and parallelism 3) avoidance of wordiness and awkward sentence structures 4) usage of transitional words, conjunctive adverbs and other words that support logic and clarity 5) avoidance of run-on sentences, fused sentences, or sentence fragments • demonstrates competent application of conventions with specific regard to the following skills: <ol style="list-style-type: none"> 1) frequently confused words and homonyms, including contractions 2) subject-verb agreement 3) pronoun usage, including pronoun antecedent agreement, unclear pronoun references, and pronoun case 4) placement of modifiers and correct word order 5) capitalization (e.g., proper nouns, titles, and beginnings of sentences) 6) use of apostrophes with possessive nouns 7) use of punctuation (e.g., commas in a series or in appositives and other non-essential elements, and marks, and appropriate punctuation for clause separation) • may contain some errors in mechanics and conventions, but they do not interfere with comprehension; overall, standard usage is at a level appropriate for on-demand draft writing.
1	<ul style="list-style-type: none"> • demonstrates inconsistent sentence structure, may contain some repetitive, choppy, rambling, or awkward sentences that may detract from clarity; demonstrates inconsistent control over skills 1-5 as listed in the first bullet under Trait 3, Score Point 3 above • demonstrates inconsistent control of basic conventions with specific regard to skills 1 – 7 as listed in the second bullet under Trait 3, Score Point 3 above • may contain frequent errors in mechanics and conventions that occasionally interfere with comprehension; standard usage is at a minimally acceptable level of appropriateness for on-demand draft writing.
0	<ul style="list-style-type: none"> • demonstrates consistently flawed sentence structure such that meaning may be obscured; demonstrates minimal control over skills 1-5 as listed in the first bullet under Trait 3, Score Point 3 above • demonstrates minimal control of basic conventions with specific regard to skills 1 – 7 as listed in the second bullet under Trait 3, Score Point 3 above • contains severe and frequent errors in mechanics and conventions that interfere with comprehension; overall, standard usage is at an unacceptable level for on-demand draft writing. <p>OR</p> <ul style="list-style-type: none"> • response is insufficient to demonstrate level of mastery over conventions and usage <p>*Because test-takers will be given only 45 minutes to complete Extended Response tasks, there is no expectation that a response should be completely free of conventions or usage errors to receive a score of 2.</p>
<p>Non-scoring Response (Score of 0 Condition Code) Response exclusively contains text copied from source text(s) or prompt Response shows no evidence that test-taker has read the prompt or is off-topic Response is incomprehensible Response is not in English Response has not been attempted (blank)</p>	

- Use varied sentence structure that provides a level of fluency in the response
- Demonstrate competency of conventions
- Limit errors in mechanics and usage by editing as needed



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We know the skills, how do we teach them?

INTEGRATING RESEARCH-BASED STRATEGIES




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A Walk Down Memory Lane

How did you learn grammar skills and sentence structure?



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Integrating Research-Based Instruction

Over a century of research and 250 research-based studies (elementary through college) show . . .



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How's Your Rote Memory?

ARE YOU UP FOR THE CHALLENGE?

Name the 14 punctuation marks used in English grammar!

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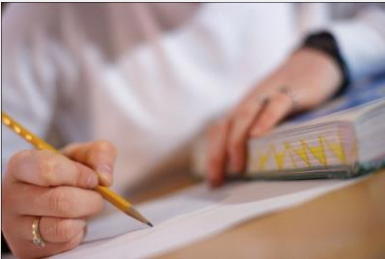
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Making Connections

A Better Way to Teach Grammar (standard English skills)

- Contextualize
- Show how it will be used
- Use authentic materials



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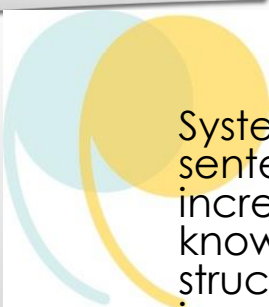
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Teaching grammar in context

Teaching grammar as a product (helps learners to notice and to structure by focusing on specified forms and meanings)	Teaching grammar as a process (gives learners practice in the skills of language use, allowing them to "proceduralize" their knowledge)	Teaching grammar as a skill (guides learners to utilize grammar for their own communication)
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Systematic practice in sentence combining increases students' knowledge of syntactic structures, as well as improving the quality of their sentences

— Hillocks and Smith (2015)

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Look Familiar?

Plan ahead when visiting Big Bear Lake, California. You don't want to sleep at a rest stop. You don't want to use railroad ties for firewood. Big Bear Lake is near San Diego. It is near Los Angeles. It is near Las Vegas. There are many campsites. There are lodges. There are RV parks. They fill up fast. There are hiking trails. Bring sturdy shoes. Sandals are not great for hiking. There's a lake at Big Bear Lake. Big Bear Lake is at 7,000 feet above sea level. The water is cold. Swimming is discouraged. Boating is encouraged. Fishing is encouraged. Kayaking is encouraged.

Sentence Combining Made Easy: ELA Common Core Lesson Plans

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Benefits of Sentence Combining

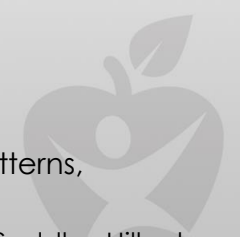
Sentence Combining – the act of making one smoother, more detailed sentence out of two or more short, choppy sentences.

Benefits

- Improves sentence variety and effectiveness
- Increases an awareness of writer motivations and reader responses
- Helps convey different ideas
- Assists in the use of the grammar in context
- Fosters revision skills
- Can teach: a part of speech, sentence patterns, rhetorical effect (style) of sentences

Graham, Gillespie, Saddler, Hillocks


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How to introduce SC

- Explain that this activity will help students write more interesting sentences that sound better to readers
- Share that good writers often work with their sentences to make them sound better
- Discuss that there will be more than one answer
- Explain that mistakes are expected
- Keep sessions short – no more than 10-15 minutes, several times per week for an extended period
- Make sessions fun



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Ways to Combine Sentences


Series of words or phrases

Compound subjects and/or verbs

Key word(s)

Phrases

Compound or complex sentences



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Let's Combine!

- Meditation can help you relax.
- Meditation is a technique.
- The technique can be learned.

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Let's Combine!

- Meditation can help you relax.
- Meditation is a technique.
- The technique can be learned.

Meditation, a relaxation technique, can be learned.

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ipdae BY EDUCATORS FOR EDUCATORS Let's Combine!

- Some people argue that pets are a waste of time and money.
- Pets can actually alleviate stress.
- Pets can increase the longevity of their owners.

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- Some people argue that pets are a waste of time and money.
- Pets can actually alleviate stress.
- Pets can increase the longevity of their owners.

Although people may argue that pets are a waste of time and money, pet owners exhibit less stress and a longer lifespan.

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Let's Combine!

Meaning

Clarity

Coherence

Emphasis

Conciseness

Rhythm

An Introduction to Sentence Combining - <https://www.thoughtco.com/an-introduction-to-sentence-combining-1692421>


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Let's Combine!

- Shannon studied hard.
- She wanted to go to medical school.
- She suffered from arthritis.



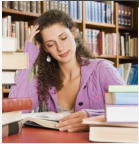
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Let's Combine!

- Shannon studied hard.
- She wanted to go to medical school.
- She suffered from arthritis.



Even though she suffered unbearably from arthritis, Shannon worked diligently so that she could attend medical school.


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Let's Combine!

- Sometimes students use texting to share answers.
- The answers are for a test.
- Sharing answers isn't fair to other students.




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ipdae BY EDUCATORS FOR EDUCATORS Let's Combine!


- Sometimes students use texting to share answers.
- The answers are for a test.
- Sharing answers isn't fair to other students.

Sharing answers for a test through texting is not fair.



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- The boy struggled to ride his bike.
- The boy is four years old and he is feisty.
- The bike is new and it is a light blue color.
- The boy received the bike for his birthday.
- He struggled for two hours.
- However, he was unsuccessful in riding the bike.

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Let's Combine!

- The boy struggled to ride his bike.
- The boy is four years old and he is feisty.
- The bike is new and it is a light blue color.
- The boy received the bike for his birthday.
- He struggled for two hours.
- However, he was unsuccessful in riding the bike.



The feisty, four-year-old boy struggled unsuccessfully for two hours to ride his new, light blue, birthday bike.

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Teaching Punctuation through Sentence Sets

Use a colon to effectively combine the following sentences.

- The principal made one request.
- The request was simple.
- The request was to leave cell phones at home.

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Teaching Punctuation through Sentence Sets

- The principal made one request.
- The request was simple.
- The request was to leave cell phones at home.

Which is correct?


- The principal made one simple request:
Leave your cell phones at home.
- The principal made one simple request:
leave your cell phones at home.

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Going the Next Step



- Start with an intriguing or thought-provoking sentence from what students are reading (either fiction or non-fiction).
- Break the sentence into kernel sentences to create a SC practice exercise.
- Ask students to combine the sentences and respond to the idea of the constructed sentences.

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Combining Sentences from Literature

- I have thought of something.
- I have always thought of it.
- I have thought a man was entitled in this country.
- He was entitled to have opinions.
- The opinions are unpopular.

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Combining Sentences from Literature

- I have thought of something.
- I have always thought of it.
- I have thought a man was entitled in this country.
- He was entitled to have opinions.
- The opinions are unpopular.

“I have always thought that a man was entitled to have unpopular opinions in this country.”

12 Angry Men – Reginald Rose

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Let's Break It Apart!

Run-on sentences are also a problem. How would you break apart the following sentence?

When the weather was nice, the two women would drink their aunt's peach tea and sit in the garden having long, meandering conversations, while their children played noisily in the backyard, enjoying the few remaining days of summer.

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Grammar in Context – Look familiar?

TABE 11/12 Level E

6. TERI IS WRITING A PARAGRAPH ABOUT HOW TO MAKE HOMEWORK EASIER. THIS IS THE PARAGRAPH SO FAR.

First get ready to work. Gather everything you need, such as your notebooks, books, and pencils. Eat something if you are hungry. _____ find a quiet place to work. While you work, do not stop to talk or play a game. However, ask for help if you need it. _____ check your work. Then gather your belongings and pack up. Now you are ready for tomorrow.

Teri needs to add some words to link ideas and make the paragraph better. Which linking words would make the meaning of the paragraph clearer? Choose the linking words from the list below to fill the spaces in the paragraph.

- A. But
- B. Instead
- C. Next
- D. So
- E. Finally

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Look familiar?

TABE 11/12 Level A

READ THE SENTENCES.
One reason no one recognized her was because she had cut her hair. Since she was wearing dark glasses, people did not realize it was she. She did not speak, so no one realized it was she.

1. Which of these effectively combines the sentences into one sentence using appropriate parallel structure?

- A. No one recognized her because of short hair, her dark glasses hid her eyes, and not talking.
- B. No one recognized her because her hair was shorter, her dark glasses, and she did not say a word.
- C. No one recognized her because she had cut her hair, was wearing dark glasses, and said not a word.
- D. No one recognized her because her hair was cut, people did not realize it was she because of her dark glasses, and her silence.

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“Getting the Grammar In through Mini-Workshops”

TEACH GRAMMAR WITHIN THE WRITER’S WORKSHOP

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“Grammar is the skunk at the garden party of language arts.”

NCTE Assembly for the Teaching of English Grammar (ATEG) from the Introduction to *Grammar Alive! A Guide for Teachers*

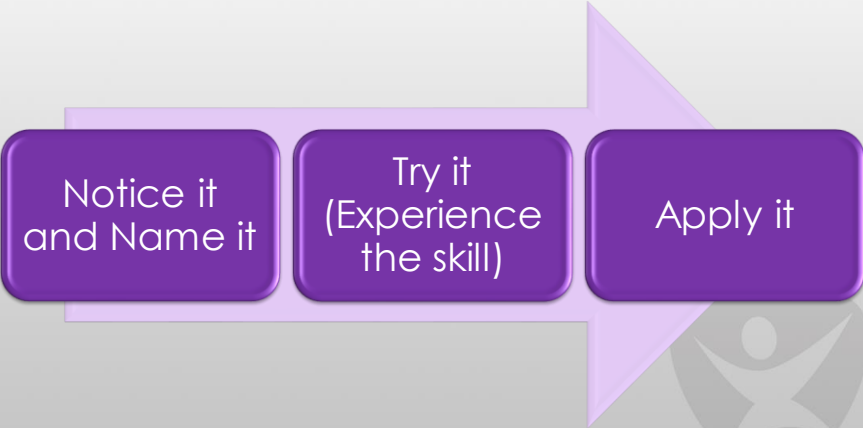
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Process for Teaching Grammar in Context

A Structure for Grammar Mini-Lessons



Notice it and Name it

Try it (Experience the skill)

Apply it

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A Three Day Mini-Lesson

Day One – Notice it and Name it

- Introduce the convention by showing students examples from authentic (mentor) text(s)
- Have students determine the conventions used
- Study and find additional examples

Day Two – Try it (Experience the skill)

- Review the convention
- Complete examples as a group
- Integrate skills into personal writing (have students go back to an old piece of writing and determine whether they used the convention correctly and/or correct where they used it incorrectly and/or insert an example of the skill used correctly)

Day Three – Apply it!

- Review the convention
- Have students weave the skill into their own, current writing.
- Have students transfer the skill into new drafts and writing samples

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There's nothing better than real-world examples

KATY PERRY @katyperry

I reminded cinderella that all this ends at midnight, she was not thrilled. @ Disneyland [instagram.com/p/_bWonDP-UJ/](https://www.instagram.com/p/_bWonDP-UJ/)

5:02 AM · Dec 18, 2015

9,408 likes 3,826 people are talking about this

EAT, RAY, LOVE

Rachael Ray finds inspiration in cooking her family and her dog

STOP CLUBBING, BABY SEALS

Once again, punctuation makes all the difference...

Thank You!

Your Donation Just Helped Someone. Get a Job.

9 GREAT! AMAZING

Mike Iscovitz @Fox26Mike

Dear young celebrities on Twitter, This is a sentence. The first letter is capitalized. There is a period at the end. Commas are useful, too. There's nothing wrong with trying to write well. Embrace it. Sincerely, Generation X

6:20 am · 24 Jan. 18

726 Retweets 3,590 Likes

ly isn't necessary o, rly?

college. I don't think should have to go to college. They are too busy with their life and family. I can understand if you want to go to beauty school. Every girl should have options but personally, I don't think it's necessary because girls need to be girls. Get their nails done or shopping. **Have a great day!** I'm not sure how you'd have the life of a **and distress** because they are humans but they need to work if they want to have a good life. Obviously their wives won't be bringing home the money. I guarantee that no girl will marry a poor guy. Every girl wants the life of a princess.

When your husband get home from work you can go out to eat with all the money he makes and also pay all the bills. **It's not** should all have back up plans but nothing that is full time and nothing that needs college to succeed. Maybe like a day care out of your home. **So** girls, have fun. **Don't start** **working** implying two different opinions at once

F+ please see me

who's paying the bills again?

logically impossible

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Notice it and Name it

What are the “commas” doing?

“When you write, punctuation marks, like commas, are the road signs that guide the reader, and you wouldn’t be understood without them. Get the commas right, and the rest will fall into place. How can something so small, so innocuous, and so simple be so important?”

Patricia O’Conner, *Woe Is I*

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Notice it and Name it

L ists	Use commas to separate lists of three or more items.
I ntroductions	Place a comma before elements that precede the subject.
E xtra information	Divide extra (non-essential) information of all kinds with a comma on each side of the extra information).
S entences	Divide independent clauses (sentences) with a comma and a conjunction).

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Notice it and Name it



Punctuation - Comma Overuse

Because they want to be correct, sometimes, people put extra commas, in sentences, by mistake, to add, extra information.

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Notice it and Name it

Who is the guilty one?

- Cora claimed Frank planned the murder.
- Cora, claimed Frank, planned the murder.

Did Augie quit talking or quit his job?

- Augie quit saying he was looking for another job.
- Augie quit, saying he was looking for another job.

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Notice it and Name it

Create a chart, such as the following, and place it on chart paper or on the board. Provide students with authentic documents, such as letters, memos, and emails. Have students locate different types of sentences that use commas correctly.


Note: You may want to include only the uses studied and/or add other basic punctuation marks, such as end punctuation, to add review to the task.

Lists	Introductions	Extra information	Sentences

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Try it with authentic texts



bruce, the coffee machine is not working it needs to be fixed before the morning rush arrives i have tried fixing it but I can't get it to work i am so frustrated i know that John has fixed it in the past please make sure that this is the first thing that John does in the morning before he begins his regular shift i hope that this works for you will you please give me a call to let me know that John was able to fix the machin i would very much appreciate it i am so sorry that I had to leave you with this problem you are always a great help to me thank you

Cindi

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Have students

- write a few sentences, a paragraph, a short opinion or argumentative essay. Have students focus on incorporating the selected grammar skill.
- re-read a recent piece of writing and revise it by correctly adding commas.
- edit another person's work for comma usage.
- create real-world documents (advertisement, email, text, introduction of themselves, etc.).

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Making It Personal

Problem	Rule (in your own words)	Write a sentence using the rule.
Commas	Always put a comma after different words in a series.	I will need to order more plates, napkins, and toothpicks.

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Commas Can Make the Difference!

Dear John:

I want a man who knows what love is all about. You are generous, kind, thoughtful. People who are not like you admit to being useless and inferior. You have ruined me for other men. I yearn for you. I have no feelings whatsoever when we're apart. I can be forever happy--will you let me be yours?

Gloria

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Commas Can Make the Difference!

Dear John:

I want a man who knows what love is. All about you are generous, kind, thoughtful people, who are not like you. Admit to being useless and inferior. You have ruined me. For other men, I yearn. For you, I have no feelings whatsoever. When we're apart, I can be forever happy. Will you let me be?

Yours,
Gloria

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Grammar in Context – Look familiar?

TABE 11/12 Level M

1. Which sentence is written correctly?

- A. The teacher is a well-known biologist with many years of experience.
- B. The woman thought the wildlife conservation course would be interest.
- C. Students have a chance to visit an animal rescue center as part of their finally project.
- D. The wildlife conservation course is popularly enough that some students take it a second time.

2. Look at the list of book titles on a reading list. Which titles are written in the correct style and format?

- A. Basic Federal Income Tax by Gwendolyn Griffith Lieuallen
- B. Income Tax Fundamentals 2013 by Gerald E. Whittenburg, Steve Gill, and Martha Altus-Buller
- C. Jacks on Tax: Your Do-It-Yourself Guide to Filing Taxes Online by Evelyn Jacks
- D. Turbo Tax 2013 Income Tax Handbook: The Complete Guide to Tax Breaks, Deductions, and Money-Saving Tax Tips by The Tax Professionals of Weiser LLP
- E. Your Income Tax 2013: For Preparing Your 2012 Tax Return by J.K. Lasser

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Grammar in Context – Look familiar?

TABE 11/12 Level D

1. READ THE SENTENCES.
Luke was so proud of _____. He helped his team finish the project at work.


Which word best completes the sentence?

- A. itself
- B. himself
- C. ourselves
- D. themselves

2. Which sentence is written correctly?

- A. For protection against the midday sun, I wore a faded, denim hat.
- B. Bright, colorful butterflies flitted about from one saltbush to another.
- C. A heavy, morning fog covered the low-lying areas of the wildlife refuge.
- D. The high-pitched, chirping sounds of the frogs were loud and continuous.

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Grammar in Context – Look familiar?

Question 8 of 12

Answer Explanation Flag for Review

The passage below is incomplete. Navigate to each "Select..." button and choose the option that correctly completes the sentence.

Ellen Gardner, CEO
Skyview PC, Inc.
888 Pyle Rd.
San Marte, CA 94656

Dear Ms. Gardner:

My wife and I have been loyal owners of Skyview computers for over 10 years. We are currently on our third Skyview laptop computer, which we purchased three months ago. We appreciate your competitive prices that allow us to upgrade every few years. Also, we have always been delighted with the compatibility of Skyview products with software we use for our home-based business. The speed and power of our Skyview products have been

Select... Just last week, however, our new laptop began to freeze almost every time we logged on. My wife called the Skyview help desk and received advice from five different advisors. She followed their recommendations, but the computer continues to freeze.

I researched the problem and found that Skyview laptops in our serial number range have a history of freezing up, just as ours is doing. None of the advisors with whom my wife spoke acknowledged this problem. Each asked for the serial number of our machine but never mentioned that there is an ongoing problem which needs to be resolved.

I called Skyview again this morning.

Select... The representative with whom I eventually spoke directed me to take our laptop to a repair facility 30 miles from our home. I mentioned the information I had learned, and was told that there is a shortage of the parts necessary for repair. Because of this shortage, he said the repair could take up to two months. This is not acceptable. My wife and I conduct business from home and need daily access to our computer.

We believe it is unreasonable for Skyview to ask us to transport our computer at our expense for repairs that could take weeks when the problem is obviously not our fault. We are also disappointed that we had to

Select... before we learned the truth of our situation. Is this an example of Skyview's customer service philosophy?

We would like to give Skyview the opportunity to remedy this situation. We firmly believe that Skyview needs to stand behind its products. If our laptop has a problem which makes it unusable, Skyview should immediately replace it with one that works, with as little inconvenience to Select... as possible.


We look forward to hearing from you about how you intend to resolve this issue.

Sincerely yours,
James Hendricks

Previous Next

GED® Test
Technology
Enhanced
Items

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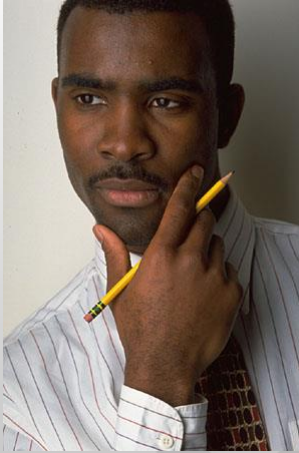
Name that Idea!

Think of a type of writing that you teach.

What are 2-3 convention skills that your students need in order to be successful with this type of writing?

Example: narrative writing at ABE levels 1 and 2

- Capitalization
- End punctuation that matches types of sentences
- Commas in a series




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Summing It Up:
8 Tips for Teaching Grammar




- Integrate grammar as part of the writing process/craft.
- Terminology is useful for describing and explaining sentences, not for writing and reading them.
- Guide students through activities in sentence combining, sentence expanding, and sentence manipulating.
- Give plenty of opportunities for writing for real audiences and real purposes.

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Summing It Up:
8 Tips for Teaching Grammar



- Read aloud to students and provide time for them to read. This assists them in hearing effective writing.
- Let students become sentence collectors.
- Lead exercises in sentence imitation using mentor sentences from authentic text.
- Study language as a whole.

Bernadette Simpson, "8 Tips for Teaching Grammar without a Worksheet"

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RESOURCES FROM FLORIDA IPDAE

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Resources

Grammar PowerPoints for the Classroom
<http://www.chompchomp.com/presentations.htm>

Teaching that Makes Sense
<https://www.tms.org/>

Quill
<https://www.quill.org/tools/connect>

University of West Florida
<https://uwf.edu/cassh/support-resources/the-uwf-writing-lab/expand-your-skills/mini-lessons-for-grammar/>


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Resources

- ABE Lesson Plans
 - Combining Sentences
 - Passive and Active Voice
- GED Lesson Plans
 - Analyzing Your Own Writing
 - Finding Errors in Real-World Materials
- ESOL Lesson Plans
 - How to Use Editing Marks to Improve Your Writing
- ESOL Toolkit
 - Grammar Fun and Activities
 - Career Exploration for the ESOL Classroom (selected scenarios and accompanying activities)



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More Resources

Check out the IPDAE Website for more . . .

- Webinars
 - From Words to Sentences and Beyond: Common Problems and Fixes
- Videos
 - Sentence Building at the Ground Level
 - Sentence Strips – Let’s Organize!

More coming your way in 2018-19!



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“The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students.”

Edutopia 2014

Stay Connected

Always here to assist!

The IPDAE Team

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