

SENTENCE-COMBINING INSTRUCTION

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RATIONALE

- School-aged children with poor writing abilities use fewer complex sentences in their writing than typical peers
- Sentence-combining instruction provides models for children to follow
- Teachers, speech-language pathologists, and writing specialists can deliver sentence-combining instruction

HOW IT WORKS

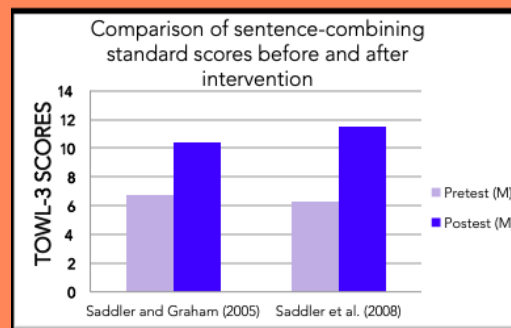
- Students are given a simple sentence kernel (1 T-unit)
- Students are presented with an additional simple sentence kernel or T-unit
- Students combine these simple sentences into longer, more syntactically complex sentences

EXAMPLE

The dog has no food. The dog is hungry.
 The dog is hungry *because* he has no food.

DOES IT WORK?

"...with few exceptions, sentence-combing has been shown to be an effective method for helping students produce more syntactically mature sentences" (Saddler, Behforooz, & Asaro, 2008)



YES!

REFERENCES

- Eisenberg, S. (2013). Grammar intervention: Content and procedures for facilitating children's language development. *Topics in Language Disorders, 33*(2), 165-178.
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- Saddler, B., & Graham, S. (2005). The effects of a peer-assisted sentence-combining instruction on the writing performance of more and less skilled young writers. *Journal of Educational Psychology, 97*, 43-64.