Advanced Punctuation Practice

Add punctuation where needed:

1. So many research studies, theoretical works, and program reports have been completed during this period that we can now point to a number of key practices consistently associated with improvement in student writing performance.

2. As noted in Chapter 1, one of the critical deficiencies in present day writing instruction is students' sheer lack of writing practice.

3. To begin with, experience with writing can build familiarity and comfort, leading to the relatively fluent production of written language.

4. More significantly, students need writing practice because writing, like other aspects of human language, is best learned in actual use rather than in decontextualized exercises or drills [which is what we have here].

5. Most of these studies, however, were conducted in settings where both treatment and experimental groups were doing a substantial amount of writing.

6. Mina Shaughnessy, whose *Errors and Expectations* is one of the most widely cited works on teaching writing, has insisted that the fundamental problem of these students is their catastrophic lack of experience in writing.

7. We take our principle here from James Britton (1970) among others: human beings must feel safe to share talk or writing before we can expect them to shape what they have said or written.

8. American high school students have a pencil in their hands for about one half of the school day, but during only 3 percent of that time are they writing anything as long as a paragraph.

9. Obviously, writing in school is harnessed to many small purposes: filling in blanks, answering test questions, labeling diagrams, blackening circles on standardized exams, and so forth.

10. After all, writing to think and learn to explore and express the self to create aesthetically with language and to get things accomplished in the world are all vital reasons for using writing.

Check the above sentences for (1) comma missing for items in a series, (2) comma missing after introductory element, hyphen missing, apostrophe for possessions missing, (3) comma missing after introductory element, comma missing in front of extra information, (4) comma missing after introductory element, commas missing around extra information, comma missing in front of contrasting information, (5) commas missing around parenthetical word, (6) commas missing
around extra information, (7) comma missing in front of extra information, punctuation missing to introduce new independent clause (could insert semicolon), (8) hyphen missing, comma missing in front of coordinating conjunction, comma missing after introductory element, (9) comma missing after introductory element, colon missing preceding list, commas missing for items in a series, (10) comma missing after introductory element, commas missing for items in a series.

The source for these sentences was Farr and Daniels’ *Language Diversity and Writing Instruction*.

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