

# 6+1 Traits: Sentence Fluency



## Standard(s):

- Begin using characteristics of good writing: sentence fluency (2, 3)
- Continue using characteristics of good writing: sentence fluency (4-8)

## Pathways Cross-References:

- 1 & 2 Teacher Resource Manual, pp. 239-269
- 3+ Teacher Resource Manual, pp. 147-180
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## Recommended Materials:

- K-2—*The Salamander Room*
- 3-5—*Socks*
- 6-8—*Amos Fortune: Free Man*
- White Board/Markers
- Writers' Notebooks

## Suggestions for Additional Mini-lessons:

- Choosing Sentence Beginnings
- Varying Sentence Lengths
- Using Sentence Types and Patterns
- Crafting Sentence Rhythm
- Using Sentence Fragments

**Please note:** This Mini-Lesson is intended to serve as a guide to assist teachers in creating their own instruction for the Writing Workshop. While a script is provided, it should not be read without personal adaptation.

## Sentence Fluency

	Connect	Explore	Practice
<b>K-2</b>	<p>Listen as I read a short story to you: I went to the store. I bought a book. I took the book home. I read the book.</p> <p>What do you notice about this story? That's right. Every sentence begins the same.</p> <p>Good writers begin their sentences in different ways to make it more interesting to the reader.</p> <p>Today we will learn how to write sentences with different beginnings.</p>	<p>The author, Anne Mazer, wrote the book, <i>The Salamander Room</i>. Let's look at the chart where I have written the sentences from one page of the book. What do you notice about the way in which the sentences begin? Do they all begin the same?</p> <p>There are seven characteristics or traits of good writing that all learners should know about. One of the traits is SENTENCE FLUENCY. One way a writer can make their sentences more interesting is to begin them in different ways.</p> <p>Let's take the story I shared with you earlier and change the beginnings of the sentences to make them more interesting. Use "Sentence Beginnings" to rewrite the sentences with new beginnings.</p> <p>Now, share with us your new sentences. I'll record some of your responses on the board.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Ex. Zack went shopping in a bookstore with his mom. He found an interesting book to buy. When he got home, he spent the evening reading the book.</p> </div>	<p>Find a story in your writer's notebook that you have written this year.</p> <p>Underline the first word in each sentence. How many different ways did you begin your sentences?</p> <p>Select three of the sentences and change the beginnings to make them more interesting.</p>

## Sentence Fluency

<b>3-5</b>	<p>Read the story on the board with me: I went outside to play. Spot jumped on me. He knocked me down. I fell on some rocks. My arm was skinned and bleeding. My mom cleaned and bandaged my arm.</p> <p>What did you hear as you read the story? Are most of the sentences short and choppy?</p> <p>Think about how you might make the story sound better. What are some ideas?</p>	<p>In the book, <i>Socks</i>, by Beverly Cleary, the author tells the story of the cat, Socks. Listen as I read several pages of the book to you. What did you notice about the sentences? Do they vary in length?</p> <p>There are seven characteristics or traits of good writing that all learners should know and use. They describe the qualities of good writing as well as provide a common language for us to talk about writing. One of the traits is SENTENCE FLUENCY. An author uses different lengths of sentences to make a story sound better or flow.</p> <p>Let's take the first story that we read together and change the sentences so they vary in length. Could we combine the first two sentences to make a longer sentence?</p> <div data-bbox="521 835 1260 879" style="border: 1px solid black; padding: 2px;"><p>Ex. Spot jumped on me while I was outside playing.</p></div> <p>Use "Sentence Lengths" to rewrite the story so the sentences vary in length.</p> <p>Who would like to read their story for us?</p>	<p>Find a piece you have written in your writer's notebook this year.</p> <p>Read it to a friend. Have your friend tell you how it sounds. Do you have many choppy sentences?</p> <p>Try to combine some of your sentences so it flows better.</p> <p>Share the piece again with your friend to get their response.</p>
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## Sentence Fluency

	Connect	Explore	Practice
<b>6-8</b>	<p>We have learned about different types of sentences in previous lessons. Can you name them?</p> <p>Declarative Imperative Interrogative Exclamatory</p> <p>Writers use all four types of sentences to vary their writing and make it sound more interesting.</p> <p>Let's be sentence sleuths today and discover how one author has integrated different sentence types into their writing.</p>	<p>The author, Elizabeth Yates, is a good example of a writer who uses a variety of sentence types in her writing. I'm going to give you a copy of a page from her book, <i>Amos Fortune: Free Man</i>. After reading the page, mark each sentence as declarative (D), imperative (im), interrogative (in), or exclamatory (e).</p> <p>Remember that there are seven characteristics or traits of good writing that all learners should address in their writing. Not only do they provide a common language for us to talk about writing but they allow you to become a self-evaluator. You can critique your own writing by referring to the traits. One of the traits is SENTENCE FLUENCY. One way to make our writing more fluent is by varying the types of sentences that we use. By varying the structure of our sentences, we create a certain rhythm and flow to our writing.</p> <p>How many sentence types did you find on the page you marked? Is there a balance or is there more of one type than another? Let's tally on the board how many of each sentence type you found.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Declarative— Imperative— Interrogative— Exclamatory—</p> </div> <p>Take turns reading the page aloud with your writing buddy so you can hear the rhythm and flow.</p>	<p>Choose a topic that you would like to write about today. As you write, think about the four sentence types and how you might include a variety of sentences in your piece.</p> <p>When you finish writing, share your piece with a friend. Ask them how it sounds. Does it flow well? What suggestions might they have for making it more fluent?</p> <p>After you have revised your piece, copy it on "Gallery of Writing." We will publish your writing on a bulletin board in our hallway.</p>

## Sentence Fluency

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### *“Apply” Ideas:*

- Have learners make a graphic organizer of the four sentence types to include in their writing notebooks.
- Read aloud some of the Psalms to illustrate ways in which to craft sentence fluency.
- Learners can read poems and songs aloud and note how the authors create a certain sound by varying sentence patterns, length, beginnings, and structure.
- Read fluent texts aloud to learners, both narrative and informational books.
- Have learners search texts for sentence fragments and discuss when it is appropriate to use incomplete sentences.

### *“Share” Ideas:*

- Share a reader’s theatre that the learners have composed with another class or parents.
- Have a “poetry slam” where students share original poetry. Poems can be displayed on a screen as learners read their poem.
- Arrange with the local church to have learners perform choral readings of some of the Psalms.

# All About Sentence Fluency

- **Choose Sentence Beginnings**
- **Vary Sentence Lengths**
- **Use Sentence Types and Patterns**
- **Craft Sentence Rhythm**
- **Use Sentence Fragments**

Name \_\_\_\_\_ Date \_\_\_\_\_

### Sentence Beginnings

Rewrite the sentences below. Change the beginning of each sentence so each sentence begins in a different way.

I went to the store.

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I bought a book.

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I took the book home.

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I read the book.

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Name \_\_\_\_\_

Date \_\_\_\_\_

### Sentence Lengths

Rewrite the story below so the sentences vary in length. Hint: You may combine some sentences to make a longer sentence.

I went outside to play.

Spot jumped on me.

He knocked me down.

I fell on some rocks.

My arm was skinned and bleeding.

My mom cleaned and bandaged my arm.

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**Sentence Fluency**

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Gallery of Writing**

A large rectangular box containing 20 horizontal lines for writing.

## Sentence Fluency

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Name \_\_\_\_\_

Date \_\_\_\_\_

### Assessment Rubric: Sentence Fluency

	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>
<b>Choosing Sentence Beginnings</b>	Sentences begin in different ways. 1 2 3	Sentences begin in different ways across several pieces of writing. 1 2 3	Sentences begin in different ways across multiple genres. 1 2 3
<b>Varying Sentence Lengths</b>	Sentences are different lengths. 1 2 3	Sentences are combined to vary sentence lengths. 1 2 3	Transition words are used correctly to combine sentences. 1 2 3
<b>Using Sentence Types and Patterns</b>	Different types of sentences are used. 1 2 3	There is a mix of simple and compound sentences. 1 2 3	There is a mix of simple, compound, and complex sentences. 1 2 3
<b>Crafting Sentence Rhythm</b>	NA	Phrasing creates a particular rhythm or flow to the writing. 1 2 3	Phrasing creates a particular rhythm or flow in both poetry and prose. 1 2 3
<b>Using Sentence Fragments</b>	NA	NA	Sentence fragments are used to create fluency. 1 2 3
<i>Total Score</i>	/9	/12	/15

Note: Score each criterion on the left of the chart on a scale of 1 to 3, with 1 being low and 3 being high, for the particular grade band of the student.

