







Writer's Workshop Unit

Sentence Fluency

Mini Lesson	Lesson Summary	Materials
<p>Introduce and Define Sentence Fluency</p>	<p>Gather students at the meeting area. Using the SMARTboard <i>Traits of Writing</i> file, quickly review what's been learned so far about each trait. As you review each trait that you've already begun teaching, uncover its cell on the SMARTboard file.</p> <div data-bbox="321 483 1772 951" style="border: 1px solid black; padding: 10px;"> <div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; font-size: 24px; margin-right: 10px;">TRAITS OF WRITING</div> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%; border: 1px solid black; padding: 5px;">  <p>Ideas</p> <ul style="list-style-type: none"> • Topic • Details </div> <div style="width: 33%; border: 1px solid black; padding: 5px;">  <p>Word Choice</p> <ul style="list-style-type: none"> • Repetition • Showing Details • Showing instead of Telling • Paint a Picture </div> <div style="width: 33%; border: 1px solid black; padding: 5px;">  <p>Organization</p> <ul style="list-style-type: none"> • Beginning • Sequencing • Ending </div> <div style="width: 33%; border: 1px solid black; padding: 5px;">  <p>Sentence Fluency</p> <ul style="list-style-type: none"> • Beginning • Length • Smooth </div> <div style="width: 33%; border: 1px solid black; padding: 5px;">  <p>Voice</p> <ul style="list-style-type: none"> • Feeling • Emotion • Mood • Expressive </div> <div style="width: 33%; border: 1px solid black; padding: 5px;">  <p>Conventions</p> <ul style="list-style-type: none"> • Spacing • Punctuation • Capitalization • Spelling </div> </div> </div> <div style="margin-top: 10px;"> <p>IDEAS: <i>deciding what you will write about and finding details about your topic</i></p> <p>CONVENTIONS: <i>using correct spelling, punctuation, capitalization, and grammar</i></p> <p>WORD CHOICE: <i>choosing and using words</i></p> <p>ORGANIZATION: <i>hooking your reader with an interesting beginning, sequencing your story, and wrapping your story up with a just right ending</i></p> <p>SENTENCE FLUENCY: <i>beginning sentences in different ways, writing long/short sentences, and rereading your story to check how it sounds</i></p> <p>VOICE: <i>adding emotion/feeling to your story</i></p> </div> </div> <p>Share, "Today another trait will be introduced. It is the trait of SENTENCE FLUENCY. When writers reread their writing to see how it sounds, they are checking for SENTENCE FLUENCY." Ask, "Have YOU ever reread your story to see how it sounds when you read it?" Say, "If you did, you were checking for SENTENCE FLUENCY. When a writer decides to change the way their sentences begin, because maybe they started with the same word for every sentence, they are working to improve their SENTENCE FLUENCY. Also, when a writer writes sentences that are long, and some that are short, and sentences of all different lengths, they are working on SENTENCE FLUENCY."</p> <p>Uncover the SENTENCE FLUENCY cell on the SMARTboard file. Quickly read the three cue words located in the SENTENCE FLUENCY box/cell(beginning, length, smooth), and share that we will learn more about SENTENCE FLUENCY in the days to come.</p>	

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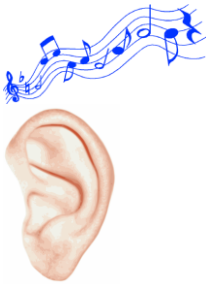
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Writer's Workshop Unit

Sentence Fluency

Mini Lesson	Lesson Summary	Materials
Hearing Sentence Fluency	<p>This is an ongoing lesson that takes place during your</p> <ul style="list-style-type: none">• interactive chapter book read alouds,• mini lesson mentor text read alouds, and• during shared/interactive reading. <p>Use poetry, songs, and read alouds.</p> <p>As your read, listen for rhythm and rhyme.</p> <p>As your read, identify rhythm and rhyme.</p> <p>Talk about favorite sentences. Why are they your favorite? What makes them strong?</p> <p>Begin to embed the language – <i>Sentence Fluency</i>. When you notice it in your reading, stop and think out loud, "This author is using good SENTENCE FLUENCY. When I read this part it sounds good to my ears. Authors not only read with their eyes, they read with their ears, too!"</p>	<ul style="list-style-type: none">• Read Alouds  <p>The materials section contains a list item 'Read Alouds' and two illustrations: a blue musical staff with notes and a realistic human ear.</p>

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<p>Varied Sentence Beginnings: What do Other Authors Do?</p>	<p>Select an excerpt from a book you are reading or have read. Enlarge the text.</p> <p>With student help, find the first word of every sentence and highlight them using different colors. A different color for each word that is different.</p> <div data-bbox="636 524 997 1032"><p>"Don't even look at him," said Mrs. Huggins. "Just pretend he isn't there." "Aw, Mom," protested Henry. "He's getting tired. He's panting so he can't even bark." "Good," said Mrs. Huggins, who was usually a kind woman. "Now maybe he'll go</p></div> <div data-bbox="1022 524 1377 1032"><p>home. He's not going to ride in our clean new car." Mr. Huggins went on, and so did Ribsy, his tongue flapping like a flag and his feet scissoring back and forth as fast as he could make them go. Henry's worried face watched him from the tailgate of the station wagon. Ribsy barely made it to the next stop, which was a traffic light at a busy intersection. He stood panting with his sides going in and out like bellows. "But Mom, he'll get run over," Henry was saying. "He wants to come with us so much he isn't even paying any attention to the other cars." Mrs. Huggins glanced unwillingly at Ribsy. "Oh, all right," she said. "Just this once. But keep him on the floor. I don't want him on the seat with those wet paws, and I don't want any smeary nose prints on the windows."</p></div>	<ul style="list-style-type: none">• Text Excerpt• Highlighters

Observe that the author began sentences using different words. Say, "Stories read more smoothly when the sentences don't all begin the same way. When an author begins his or her sentences in different ways, it helps with SENTENCE FLUENCY! When I read this excerpt from *Ribsy* by Beverly Cleary, it sounds good to my ears. Authors not only read with their eyes, they read with their ears, too! Beverly Cleary used good SENTENCE FLUENCY. She started her sentences with different beginnings."

Encourage students as they write to have a watchful eye on how THEY are beginning their sentences.

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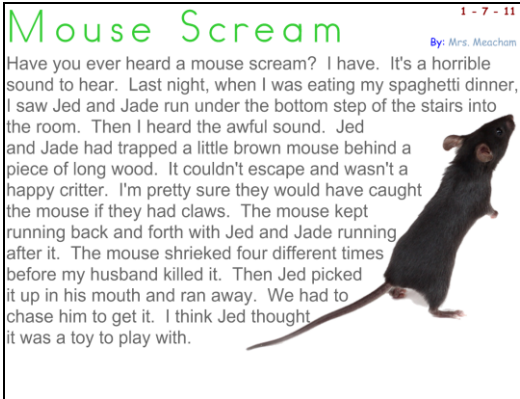

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Sentence Fluency

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<p>Varied Sentence Beginnings: Highlighter Frenzy</p>	<p>Have students self-select a piece of writing and meet you at the meeting area with a highlighter and clip board.</p> <p>On the board, using your own writing sample, model how to locate and highlight the first word of every sentence. Count the number of different ways you began your sentences. Compare to the number of sentences in your story.</p> <div data-bbox="424 597 940 993"><p>Mouse Scream 1 - 7 - 11 By: Mrs. Meacham</p><p>Have you ever heard a mouse scream? I have. It's a horrible sound to hear. Last night, when I was eating my spaghetti dinner, I saw Jed and Jade run under the bottom step of the stairs into the room. Then I heard the awful sound. Jed and Jade had trapped a little brown mouse behind a piece of long wood. It couldn't escape and wasn't a happy critter. I'm pretty sure they would have caught the mouse if they had claws. The mouse kept running back and forth with Jed and Jade running after it. The mouse shrieked four different times before my husband killed it. Then Jed picked it up in his mouth and ran away. We had to chase him to get it. I think Jed thought it was a toy to play with.</p></div> <div data-bbox="982 597 1591 993"></div> <p>Say, "Stories read more smoothly when the sentences don't all begin the same way. When an author begins his or her sentences in different ways, it helps with SENTENCE FLUENCY! When I read a story where the sentences begin in different ways, it sounds good to my ears. Authors not only read with their eyes, they read with their ears, too!"</p> <p>Encourage students as they write to have a watchful eye on how THEY are beginning their sentences. Remind them to reread their stories often to check if it sounds good to their ears.</p>	<ul style="list-style-type: none">• Teacher Text• Student Texts• Highlighters

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<p>Varied Sentence Lengths: What do Other Authors Do?</p>	<p>Select an excerpt from a book you are reading or have read. Enlarge the text. Draw a simple tally chart recording sheet on construction paper or the board.</p> <p>With student help, find the beginning and end of each sentence, one at a time. Count the words in each sentence, one at a time. Record the number of words on the tally sheet. You can do the entire book or just an excerpt, depending on how long the book is.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div data-bbox="436 678 703 841" style="width: 45%;"> <p>"Don't feel bad, Bailey," said Bruce. "It's not <i>that</i> great. All we do is eat hot dogs and live in a tent and go swimming and fishing and hunt for bears and tell ghost stories and fall asleep under the stars." "And don't forget roasting marshmallows," said Betty. "That's best of all!"</p> </div> <div data-bbox="871 625 1108 857" style="width: 45%; text-align: center;">  </div> <div data-bbox="1291 609 1516 836" style="width: 45%; text-align: center;">  <p>Bailey watched Bruce and Betty leave. "It's not fair," he said.</p> </div> </div> <p>After you have finished, discuss your observations as appropriate. Notice long, flowing sentences. Go back and reread them. Notice short, snappy sentences. Go back and reread them. Say, " Stories read more smoothly when the sentence lengths are different. When an author begins his or her sentences in different ways, it helps with SENTENCE FLUENCY! When I read a story where there are short, snappy sentences, and longer, flowing sentences, it sounds good to my ears. Authors not only read with their eyes, they read with their ears, too!"</p> <p>Encourage students as they write to have a watchful eye on sentence length. Remind them to reread their stories often to check if it sounds good to their ears.</p>	<ul style="list-style-type: none"> Number of Words in a Sentence Tally Chart Sheet <div data-bbox="1684 474 2011 945" style="border: 1px solid black; padding: 5px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0f0ff;"> <th colspan="2" style="text-align: left;">Sentence Length Chart</th> <th style="text-align: right; font-size: small;">total ↓</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">1</td><td></td><td></td></tr> <tr><td style="text-align: center;">2</td><td></td><td></td></tr> <tr><td style="text-align: center;">3</td><td></td><td></td></tr> <tr><td style="text-align: center;">4</td><td></td><td></td></tr> <tr><td style="text-align: center;">5</td><td></td><td></td></tr> <tr><td style="text-align: center;">6</td><td></td><td></td></tr> <tr><td style="text-align: center;">7</td><td></td><td></td></tr> <tr><td style="text-align: center;">8</td><td></td><td></td></tr> <tr><td style="text-align: center;">9</td><td></td><td></td></tr> <tr><td style="text-align: center;">10</td><td></td><td></td></tr> <tr><td style="text-align: center;">11</td><td></td><td></td></tr> <tr><td style="text-align: center;">12+</td><td></td><td></td></tr> </tbody> </table> </div> <ul style="list-style-type: none"> Excerpt from a book or Read Aloud book 	Sentence Length Chart		total ↓	1			2			3			4			5			6			7			8			9			10			11			12+		
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Sentence Fluency

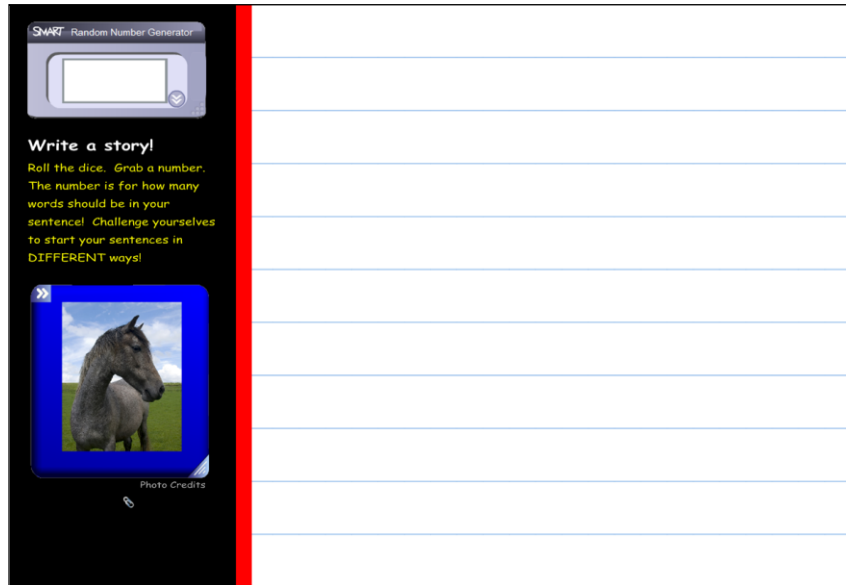
Mini Lesson	Lesson Summary	Materials
<p>Varied Sentence Lengths: Stretch it Out</p>	<p>Gather students around the pocket chart.</p> <p>Display your predetermined sentence on index cards in the pocket chart. It should only be three words long. Tell the class that the goal of the activity is to STRETCH the sentence out by adding words to it. Remind them that we will need to reread the sentence often to check to see if it sounds good to our ears, and to see if it makes sense. As you stretch the sentence, always start over so that your sentences in the pocket chart will progress from shortest sentence to longest sentence.</p> <p>Example:</p> <p>The cat meowed. The orange cat meowed. The HUGE, orange cat meowed. The HUGE, orange cat meowed loudly. Yesterday, the HUGE, orange cat meowed loudly. Yesterday morning, the HUGE, orange cat meowed loudly.</p> <p>Continue doing this activity throughout the year. Encourage your students to stretch their sentences during Writer's Workshop conferences, if you observe their stories to consist mostly of shorter sentences. Observe as a class that when authors stretch some of their sentences, they not only improve their SENTENCE FLUENCY, but they also improve their IDEAS and WORD CHOICE (audience is getting more information about the topic from the author).</p>	<ul style="list-style-type: none">• Index Cards• Pocket Chart• Marker



Writer's Workshop Unit

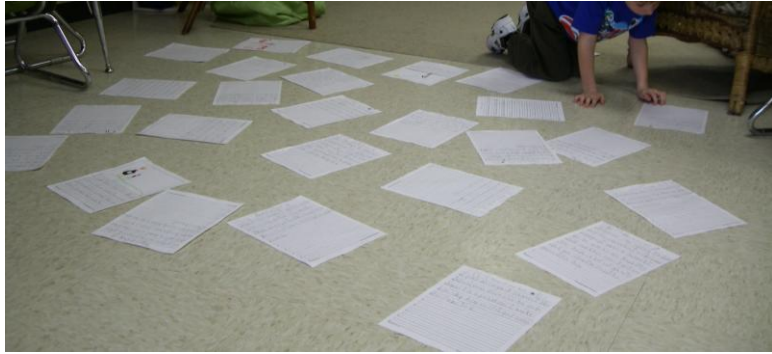
Sentence Fluency

Mini Lesson	Lesson Summary	Materials
<p>Varied Sentence Lengths and Beginnings: Roll of the Die</p>	<p>As a class, practice writing a story with varied sentence lengths and beginnings. Gather as a class in front of a whiteboard, chart paper, or interactive whiteboard.</p> <p>If you are not using a SMARTBoard (with my premade file), have a die on hand and predetermined topic. Roll the die and challenge your class to collaboratively draft a sentence. The number of words in the sentence is dictated by what number you rolled. Keep rolling the die and writing sentences about your topic. Encourage your class to begin their sentences using different words.</p> <p>(If you are using my SMARTboard file, the number generator will generate a number between 3 and 7 for sentence length, and the image die will roll a topic for you.</p> <p>Say, "Stories read more smoothly when the sentences don't all begin the same way. Stories read more smoothly when it has a variety of sentence lengths. Stories can have short, snappy sentences AND longer, flowing sentences. When I read a story where the sentences begin in different ways, AND the sentence are different lengths, it sounds good to my ears. Authors not only read with their eyes, they read with their ears, too!"</p> <p>Encourage students as they write to have a watchful eye on how THEY are beginning their sentences.</p>	<ul style="list-style-type: none">• SMARTboard "Roll a Sentence" SENTENCE FLUENCY File <p>OR</p> <ul style="list-style-type: none">• Chart Paper, Marker, Topic, and Die



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Different Kinds of Sentences	<p>Send students on a mission to locate one story that has a combination of</p> <ul style="list-style-type: none">• periods and question marks• periods and exclamation pointsor• periods, question marks, and exclamation points  <p>Say, "SENTENCE FLUENCY is how the story sounds when you read it. Remember, reading with your eyes and ears is the key. We've learned that stories read more smoothly when the sentences don't all begin the same way. We've also learned that stories read more smoothly when it has a variety of sentence lengths. Stories also read well when there are different kinds of sentences." Ask, "What kinds of sentences are there?" Say, "You have one of your stories with you right now. We are going to read our stories to our partners. When you read your story I want you to practice reading it fluently. Remember what we've learned about reading fluently (point to FLUENCY reading anchor chart). Readers change their voice when they read different kinds of sentences. Read your story to your partner and they will read their story to you. Then count how many of each kind of sentence you have in your story."</p> <p>Allow time for students to work.</p>	<ul style="list-style-type: none">• Student Stories

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<p>Varied Sentence Lengths: Combining Sentences Using Commas</p>	<p>Gather students at the meeting area. Display your sample story.</p> <div data-bbox="373 415 1627 841" style="border: 1px solid black; padding: 10px;"><p style="text-align: center;">Dogs</p><p><i>Have you ever had a pet dog? I haven't! On Sunday I am getting a dog. I am SOOOO excited! I already picked him out from the Humane Society. He's a BIG German Shepherd dog, with lots and lots of hair. My mom hopes that he doesn't shed too much. So do I! I promised to brush him. I promised to walk him every day. I will feed him. I will play fetch with him. Dogs are a BIG responsibility! But I'm up for the challenge.</i></p><p style="text-align: center;">I promised to brush him, walk him every day, feed him, and play fetch with him.</p></div> <p>Read it as a class (shared reading). Make observations about your demonstration of SENTENCE FLUENCY as a writer. Did you...</p> <ul style="list-style-type: none">• use short, snappy sentences and long, flowing sentences?• write a variety of sentence types?• begin your sentences in different ways? <p>Ask, "If there were one part in the story that didn't sound as smooth when we read it out loud, where would that part be?" Guide students toward noticing that the sentences beginning with "I promised" and "I will" -- toward the end of the story, need some help. Ask students, "What are these four sentences ABOUT?" (what he will DO for his dog, how he will TAKE CARE of his dog)</p> <p>Highlight the sentences. Then work together on another sheet of paper (off to the side) and demonstrate how to rewrite these sentences to make them more fluent. Conclude that these sentences could be combined because they are ABOUT THE SAME THING...taking care of his dog. Encourage students to think about which of their sentences can be combined because they are about the same topic.</p>	<ul style="list-style-type: none">• Teacher sample story (fiction or nonfiction)• Highlighter• Extra paper

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<p>Varied Sentence Lengths: Combining Sentences Using Commas #2</p>	<p>Gather students at the meeting area. Display your sample sentences. Share with the class that these sentences are a part of four different stories. You choose these sentences because they were not helping their stories to be very fluent. They need help!</p> <p>As a class, read them together. Identify these as "broken record" sentences. "Broken Record" is a term that means "over and over again and again, and again." Ask, "In each of these examples, what is being repeated over and over and over again and again and again?" Highlight the broken record parts. Ask, "What are each of these parts of stories about?" (what ants eat, what I did at the park, what we brought camping, and what kind of character Leo is). Ask, "What can we do to help these sentences be more fluent?"</p> <table border="1" data-bbox="359 743 1644 1125"> <thead> <tr> <th data-bbox="359 743 682 816">Ants</th> <th data-bbox="682 743 1005 816">Potawatomi State Park</th> <th data-bbox="1005 743 1329 816">Camping</th> <th data-bbox="1329 743 1644 816">Leo the Lion</th> </tr> </thead> <tbody> <tr> <td data-bbox="359 816 682 1008"> <p>Ants eat sap. Ants eat protein. Ants eat sweets.</p> </td> <td data-bbox="682 816 1005 1008"> <p>I rode my bike. I took a long walk. I climbed the tower.</p> </td> <td data-bbox="1005 816 1329 1008"> <p>We brought firewood. We brought a tent and sleeping bags. We brought lots of food.</p> </td> <td data-bbox="1329 816 1644 1008"> <p>Leo the Lion was kind. Leo was gentle. Leo the Lion was giving.</p> </td> </tr> <tr> <td data-bbox="359 1008 682 1125"> <p><i>Ants eat sap, protein, and sweets.</i></p> </td> <td data-bbox="682 1008 1005 1125"> <p><i>I rode my bike, took a long walk, and climbed the tower.</i></p> </td> <td data-bbox="1005 1008 1329 1125"> <p><i>We brought firewood, a tent and sleeping bags, and lots of food.</i></p> </td> <td data-bbox="1329 1008 1644 1125"> <p><i>Leo the Lion was kind, gentle, and giving.</i></p> </td> </tr> </tbody> </table> <p>Work together to rewrite these sentences to make them more fluent. Conclude that these sentences could be combined because they are ABOUT THE SAME THING. Say, "We can combine them by using commas to separate the ideas." Encourage students to think about which of their sentences can be combined because they are about the same topic.</p>	Ants	Potawatomi State Park	Camping	Leo the Lion	<p>Ants eat sap. Ants eat protein. Ants eat sweets.</p>	<p>I rode my bike. I took a long walk. I climbed the tower.</p>	<p>We brought firewood. We brought a tent and sleeping bags. We brought lots of food.</p>	<p>Leo the Lion was kind. Leo was gentle. Leo the Lion was giving.</p>	<p><i>Ants eat sap, protein, and sweets.</i></p>	<p><i>I rode my bike, took a long walk, and climbed the tower.</i></p>	<p><i>We brought firewood, a tent and sleeping bags, and lots of food.</i></p>	<p><i>Leo the Lion was kind, gentle, and giving.</i></p>	<ul style="list-style-type: none"> • "Broken Record" Sentence Samples • Chart Paper • Marker
Ants	Potawatomi State Park	Camping	Leo the Lion											
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Additional Books to Teach Sentence Fluency:

<p>The Old Black Fly by Jim Aylesworth</p>	<p>My Little Sister Ate One Hare by Bill Grossman</p>	<p>Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst</p>	<p>Tough Cookie by David Wisniewski</p>	<p>A Drop of Water by Walter Wick</p>
<p>Owl Moon by Jane Yolen</p>	<p>I Ain't Gonna Paint No More! It Ain't Gonna Rain No More by Karen Beaumont</p>	<p>Song and Dance Man by Karen Ackerman</p>	<p>Raising Dragons by Jordine Nolan</p>	<p>Brave Irene by William Steig</p>
<p>Leaf Jumpers by Carole Gerber</p>	<p>Deep in the Swamp by Donna M. Bateman</p>	<p>Cloud Dance by Thomas Locker</p>	<p>Fireflies by Julie Brinckloe</p>	<p>Joyful Noise: Poems for Two Voices by Paul Fleischman</p>
<p>The Magic Hat by Mem Fox</p>	<p>Tanka Tanka Skunk! by Steve Webb</p>	<p>Meanwhile by Jules Feiffer</p>	<p>Take Me Out of the Bathtub and Other Silly Dilly Songs by Alan Katz</p>	<p>Slugs by David Greenberg</p>

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