

## SENTENCE FLUENCY:

- Read your piece to the class as if you were reading it on the 6:00 news.
- Highlight subject (yellow) and verb (orange) in each sentence. Observe where it's located in the sentence. Is it usually at the beginning? Are they always side by side?
- [Multi-sensory grammar](#) game-line up-move prepositional phrases around.
- Highlight every other sentence to emphasize length and varied structure.
- Share books to give examples of good sentence fluency.
- Read aloud a paragraph and change any that have the same beginnings.
- Read writing to a partner. Give feedback. One-on-one conferences or peer conferences.
- Read examples of other student's writing.
- Students write a thematic paper (three paragraphs) using propositions and time order thinking.
- Look at writing and point out different types of sentences.
- View wordless picture books. Use figurative language to describe the action taking place.
- Write a 12 sentence story. No two sentences may start with the same word. Three sentences must be inverted, etc.
- Read their writing orally for smoothness.
- Write a paragraph about your best friend. Count number of words in each sentence. Circle first word in each sentence. They must revise (rainbow colors) so each sentence starts with a different part of speech.
- Look at paragraph. Highlight sentences that contain more than 20 words and less than 10 words. None - then make some changes.
- Read out loud in small groups. Ask yourself if you varied your sentences by varying the length and using different words.
- Tape record a student reading a book. Put in a listening center.
- Go over compound subjects or predicates. Have students write several sentences with this then write more from one.
- Have students write about one subject, changing sentences and parts of speech several times.
- Students circle the first word in each sentence. If a word is repeated, the student must change the sentence by adding a phrase or a new word.
- Read aloud after writing to see how well it flows.
- Give sentence patterns - students create sentences that follow the pattern.
- Read sentences out loud to each other for five minutes then switch partners.
- Record their stories and have them listen to them, paying attention to how well their sentences flow.
- During oral reading, stop and ask students if sentence makes sense or how could it be better.
- Take a narrative and rewrite to expository and vice versa.
- Show examples of writing that have very short, choppy sentences.
- Have them reread their own writing.
- Read your paragraph to the class. Is it easy to read?