Congratulations on your purchase of this Really Good Stuff®
Make Your Writing Flow with Fluency Poster—a handy reference for students to use as they master the art of writing fluently.

This Really Good Stuff® product includes:
• Make Your Writing Flow with Fluency Poster, laminated
• This Really Good Stuff® Activity Guide

Displaying the Make Your Writing Flow with Fluency Poster
Before displaying the Make Your Writing Flow with Fluency Poster, make copies of this Really Good Stuff® Activity Guide and file the pages for future use. Or, download another copy of it from our Web site at www.reallygoodstuff.com. Hang the Poster where students will be able to see it easily.

Introducing the Make Your Writing Flow with Fluency Poster
Remind students that fluency is the way stories sound, or flow, when they are read. Pointing to the Poster, explain that students are to refer to the Poster to help them to remember the three qualities of fluency: Sentences of varying length, the use of transitional words and phrases, and beginning sentences with variety.

What Is Fluency?
Read two examples of text containing similar content to your students:

When I went to the beach, I searched for crabs and played in the water. I also surfed the waves. I got really tired. I went home to take a nap.

When I went to the beach, I searched for crabs and played in the water. For the next three hours, I surfed the waves. In fact, I played so hard I got really tired, so I went home for a nap.

Ask students which set of sentences was smoother and easier to listen to. Explain that with the first example, the reader focuses on the redundant language and awkward sentences rather than the story itself. Indicate that good writers vary the way their sentences begin, the lengths of the sentences, and include transitional words and phrases to make them sound interesting to the reader.

Becoming Sentence Sleuths
Sentence Beginnings
Display sample texts you’ve copied from various books on an overhead. Ask students if they move from one sentence to the next without easily slipping and if the story flows smoothly.

Ask students to identify and come up to the overhead to underline sentences with interesting beginnings.

Show students how to vary sentence beginnings by “sentence flipping”, by displaying and discussing the following sentences:

I frantically ran on the treadmill as if someone was chasing after me. I could barely catch my breath and I was sweating. I hoped I could run for a longer time than I did yesterday.

As if someone was chasing after me, I frantically ran on the treadmill. Sweating, I could barely catch my breath. I hoped I could run for a longer time than I did yesterday.

Have a student read the text aloud and ask the class what makes this awkward to read. (Sentences all begin with I.) Demonstrate how the fluency can be improved by flipping parts of each sentence:

Display sample texts you’ve copied from various books on an overhead. Ask students if they move from one sentence to the next without easily slipping and if the story flows smoothly.

Assign a certain color of pencil, pen, or highlighter for students to use when they revise their own writing for fluency. Instruct students to mark by underlining sentence beginnings, circling transition words, and numbering sentence lengths.

During silent reading, have students use sticky notes to mark sentences with variety.

Sentences of Varying Lengths
Pick 10 consecutive sentences and have students count the words in each sentence. Get a Slinky® and have a student sit in front of the class with the Slinky. Read a paragraph with various sentences and have the student stretch the Slinky for really long sentences and bring it back in for small sentences. Create a fluency drawer and include several Slinkies for students to check their sentence length variety.

When students are revising their own pieces for fluency, instruct them to use a sticky note to count and write down how many words are in each sentence. Tell students that if most or all of their sentences vary by only one or two words, that they may need to revise what they are writing. Instruct students to look for sentences that can be combined. Have students leave the sticky note on their piece to show you that they checked for varying sentence lengths.

And Finally, Transition Words:
Explain to students that good writers use transition words to move from one thought to another and often to connect short, choppy sentences. Use the Transition Words Reproducible to review commonly used transitional words and phrases and store several copies in your writing center for students to refer to.

Copy and distribute the Transition Words Practice Reproducible. Have students find the correct transition word for each and discuss the correct answers (1-a, 2-b, 3-b, 4-a, 5-a). Then ask students to share what other transition words and phrases they think might be appropriate for each sentence.

Reinforcing a New Skill
To emphasize the link of fluency and sound, have students read pieces of text aloud while using a fluency phone, so that they can check the rhythm and sound of their sentences. Or create a sound booth with a three-sided space in which students can read aloud.

Assign a certain color of pencil, pen, or highlighter for students to use when they revise their own writing for fluency. Instruct students to mark by underlining sentence beginnings, circling transition words, and numbering sentence lengths.

During silent reading, have students use sticky notes to mark passages that are particularly fluent. Then tell students to copy the passages periodically and keep them for reference in their writer’s notebook.
**Directions:** If too many sentences start the same way, your writing may not flow smoothly. Write these sample sentences three different ways to make your writing flow with fluency.

I slowly ate my brussels sprouts. I used my fork to move them around my plate. I tried to hide them under my potatoes so my mom wouldn’t see.

**Examples:**

• Start with a modifier
  Slowly, I ate my brussels sprouts.

• Start with a phrase:
  To avoid them, I used a fork to move them around my plate.

• Start with a clause:
  When my mom wasn’t looking, I tried to hide them under my potatoes.
Words that can be used to **compare** two things:

- likewise
- also
- in the same way
- like
- as
- similarly

Words that can be used to **contrast** two things:

- but
- still
- although
- on the other hand
- whereas
- however
- yet
- otherwise
- even though
- while

Words that can be used to **emphasize a point**:

- again
- truly
- especially
- for this reason
- to repeat
- in fact
- to emphasize
- of course

Words that can be used to **conclude or summarize**:

- finally
- as a result
- to sum up
- in conclusion
- lastly
- therefore
- all in all
- because

Words that can be used to **add information**:

- again
- another
- for instance
- for example
- also
- and
- moreover
- additionally
- as well
- besides
- along with
- further
- next
- finally
- in addition

Words that can be used to **show location**:

- across
- below
- down
- off
- against
- beneath
- in back of
- onto
- under
- along
- beside
- in front of
- on top of
- among
- between
- inside
- outside
- to the right
- around
- beyond
- into
- over

Words that can be used to **show time**:

- while
- first
- meanwhile
- soon
- then
- after
- second
- today
- later
- next
- at
- third
- tomorrow
- afterward
- as soon as
- before
- now
- next week
- about
- when suddenly
- during
- until
- yesterday
- finally
Directions: Select the most appropriate transition word or phrase to help the reader transition from the first thought to the next.

1) I love sprinkles on my ice cream. With certain flavors, I prefer no sprinkles.
   a. but
   b. especially

2) Many students love indoor recess. Others prefer outdoor recess.
   a. besides
   b. however

3) Baseball practice can be very challenging. We sometimes meet four times a week.
   a. while
   b. for instance

4) The boys in my class love to read. They love sports stories.
   a. in particular
   b. similarly

5) Our social studies test is on Friday. We decided to bring our books home.
   a. therefore
   b. next