

Date:

Name:

Ms. Edwards

## Idea Writing Fluency

### Power Writing (10 minutes—3, 2-minute timed writings, counting)

#### Power Write Directions:

Write on chart stand: Six ideas for students to use as topics  
such as: roses, horse racing, Omak Stampede, bumble bees, snowflakes, snow day.

However, students may write on any topic of their choice.

Students must write for the whole timed period.

If stuck, students repeat their last word over and over until an idea for writing occurs.

Credit is given for DIFFERENT words, however, not repeated words.

Say and wait thirty seconds: "Think."

Then say, "Write." Time students for two minutes.

After two minutes, say, "Stop and count."

Students stop and count the number of words written, recording them on their power writing chart.

Repeat two more times.

### After Power Writing

Edit, Order, Revise

Each student circles the one sample each thinks is the best.

Direct students to read that section over four times:

once for correcting capitals,

once for correcting periods,

and once fill in any missing letters from words or missing words from sentences.

Finally, ask students to read from the END of the section to the BEGINNING to proofread and circle any word they THINK they misspelled.

Next ask students to order the ideas in the writing for another draft.

If you ask them to do this step by step, providing a short time for them to do each step, the process works better.

Ask students to place their work in their writing folder for later in the week..

## Sentence Fluency

### Compound Sentences

*Write Source 2000, page 96*

A compound sentence combines two sentences into one using a comma and a conjunction, such as and, or, but.

#### Examples Sentences:

\* I heard a screeching noise behind the tree. A cat sprinted past me.  
o I heard a screeching noise behind the tree, and a cat sprinted past me.

\* The scared cat jumped up onto my sister's shoulder. My sister screamed.  
o The scared cat jumped up onto my sister's shoulder, and my sister screamed.

Write two compound sentences. Check your partner's work. Is the comma in the correct place?

### Complex Sentences

*Write Source 2000, page 96*

Combine shorter sentences into longer sentences. A complex sentence combines two clauses. When you write a complex sentence, the most important ideas should be the main, independent clause.

#### Example Sentences:

The world wants peace. We still have wars.  
*Even though the world wants peace, we still have wars.*

We turn in our paper. We must write a complex sentence.  
*Before we turn in our paper, we must write a complex sentence.*

#### Other samples:

After we turn in our completed work, we will feel a sense of accomplishment and pride.  
Before I saw the movie Lord of the Rings, I read the whole series.

When you write a complex sentence, the most important ideas should be the main independent clause.

Write two complex sentences. Check your partner's work. Is the comma in the correct place?

### Adding detail with prepositional phrases

*Write Source 2000, Prepositions, 455.3*

*READ: Prepositional Phrases 455.1, 2*

A prepositional phrase includes a preposition (such as on, above, until) and the *object* explains (position, direction, relationships).

Examples: on the fridge, above the doberman, until evening

My cat was scared.

My scared cat sat on the fridge above the doberman until evening.

*explaining: position direction time*

Using two of your sentences, expand the details with prepositional phrases.

Check your partner's work. What was the preposition? the object? What did the prepositional phrase explain?