

WORD CHOICE

STOP!!!!!! Don't Use These Tired and Overused Words!! Can You Think of More Interesting Ones?

like

good

said

big

nice

bad

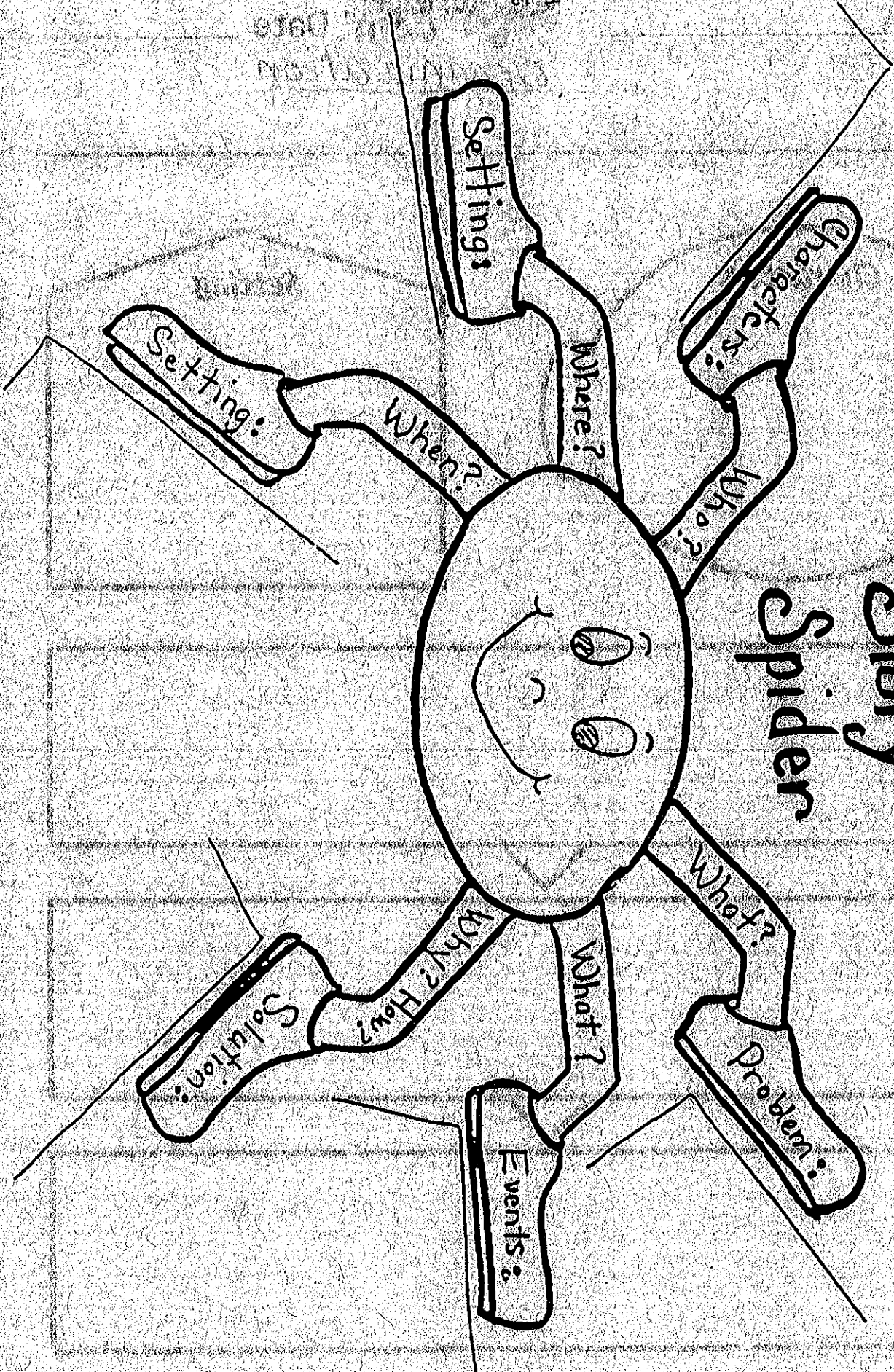
happy

saw

run

Name _____
Date _____

Story Spider



Name _____



edHelper.com

Date _____

Organization

Characters

Setting

Problem

Events

Solution

Sentence Fluency

SENTENCE STRUCTURE VARIETY:

The ▲ Plan of Building Sentences

Source: Hamilton, Betty. 1997. *The 3 Steps to Powerful Writing*. Adrian, MI: C & C Graphics.

Step 1: Create a Complete Thought for the Reader

Draw a large triangle with a base of approximately six feet, and tell student you are going to write the name of an object (noun) at the top of the triangle.

Then, ask the students to give you the following:

- ♦ A word telling *what* a boat can do (verb)
- ♦ A word to *describe* the boat -- color, size, or ... (adjective)
- ♦ A word as to *how* the boat sails (adverb)
- ♦ A word as to *where* the boat sails (prepositional phrase)
- ♦ A word that is an article (a, an, the)
- ♦ Capitalization and punctuation

Step 1: Create a complete thought for the reader

Step 2: Create a variety of sentence structures

Step 3: Add more information for the reader

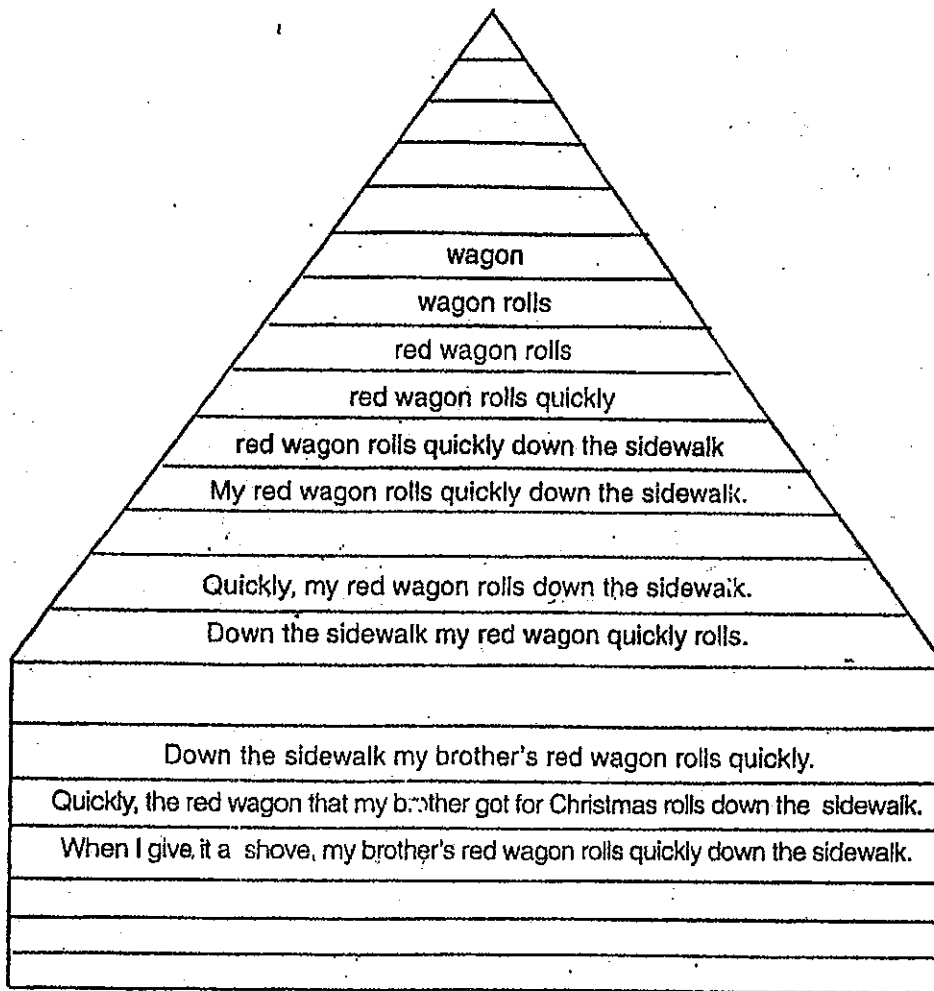
over for example

Make a triangle

Sentence Fluency

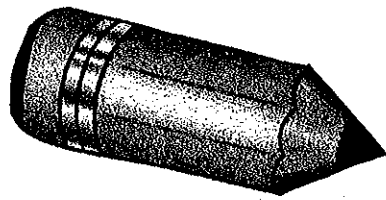
NOTES

- > Students of all ages enjoy making paper airplanes. Have them fold just the top of a sheet of their lined paper into an inverted Δ . Then, they can—in groups or individually—follow the “triangle” plan of building sentences from a single word and experimenting with new sentence structures.



Students enjoy working with these variations and will begin to compete to find out who can create the most structures.

- > Have students work in pairs or small groups with 18x24 newsprint and felt tip markers. Each group has to reach a consensus on an object (noun) they will select, draw a



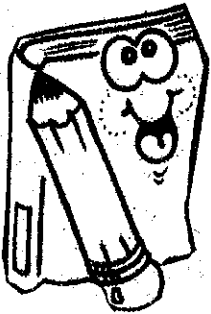
Kid-Friendly Writing Traits Checklist

IDEAS



- I have a main message.
- I know a lot about my topic.
- I shared interesting details.
- It is easy to see what my paper is about.

ORGANIZATION



- Everything is in order.
- I stick to my main idea.
- I have an interesting beginning.
- My paper has a good ending.

VOICE



- This sounds like me.
- My paper is lively.
- My paper shows feelings.

WORD CHOICE



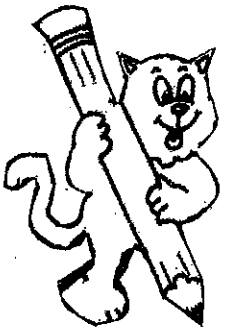
- It is easy to picture what I'm saying.
- I don't repeat most words.
- I use strong verbs to show action.
- I stretch sounds to write new words.

SENTENCE FLUENCY



- My paper is easy to read out loud.
- My sentences begin in different ways.
- I used short and long sentences.

CONVENTIONS



- I put spaces between my words.
- I checked the word wall for spelling.
- I used periods to end sentences.
- I used question marks for questions.
- I used capital letters to start sentences and on names.

