**Sentence Fluency Overview**

* Clear sentences
* Easy to read aloud
* Emphasis apparent
* Natural sound
* Using fragments sparingly and intentionally for effect
* Varying length and structure

**Teaching about Sentence Fluency**

* Blending sentences
* Increasing sentence length
* Practicing fluency by writing daily
* Reading rhythmic language aloud
* Re-wording while maintaining meaning
* Rewriting unclear sentences
* Trying new sentence patterns
* Untangling sentences
* Using periodic sentence

Grade 12 Comp.

Unit: Writing Traits

Lesson: Methods of coordination

Methods of Coordination

**Sentence Combining:**

Combine the sentences in each group to make one good sentence. Include all facts found in the short sentences.

1. The potter works with clay.
2. He sits at his wheel
3. His brow is wrinkled
4. The wrinkles show concentration
5. His hands are slender
6. His hands are aged

**Compound Sentences**:

You make a compound sentence by linking together simple sentences with a coordinating conjunction (for, and, nor, but, or, yet, so) or with a semicolon, colon or dash. The compound sentence coordinates, treating everything on the same level. The compound links ideas one after the other.

 On a separate piece of paper, convert the following groups of sentences into compound sentences with the coordinator most appropriate to the sense and style of the sentences.

1. On small farms, labor was not specialized. On medium farms, labor was partially specialized. Large farms carefully divided their workers into teams of specialists.
2. We can probably never perfect the process beyond its present state. We should still try.
3. Within the past few years, the kinds of jobs open to recent graduates have steadily shrunk. As a result, students are increasingly challenging the curriculum to provide them marketable skills.

**Complex Sentences**

You make a complex sentence by hooking lesser sentences onto the main sentence with “that,” “which,” “who,” or one of many other subordinating connectives: after, although, as, as if, as long as, as though, because, before, if, since, so that, than, though, unless, until, when, whenever, where, wherever, whether, while. The compound sentences coordinates, treating everything on the same level; the complex sentences subordinates, putting everything else somewhere below one main, self-sufficient idea.

1. Two motorists were killed last night when their car hit a guardrail, overturned, and caught fire. Police were unable to determine the cause of the accident.
2. The crime commission recommended a number of such programs. Congress made federal funds available to put them into operation.
3. We desperately need more judges and more staff. Courts are as much as twenty-six months behind schedule, with little hope of catching up.