**Directions**: Number each sentence of your draft. Then analyze the each sentence to fill the following chart.

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| --- | --- | --- | --- | --- | --- |
| Sentence **number** | **First two words**  of the sentence[[1]](#footnote-1) | Note **special features**: semi-colon, colon, dash, dialogue, parallel structure, intentional sentence fragment | Record all **verbs** (including “to be” – *am, is, are, was, were, been, being*)[[2]](#footnote-2). Underline **main clause** verbs. | Sentence errors? Label potential fused sentences, run-ons, sentence fragments.[[3]](#footnote-3) | **Number** of **words** in sentence[[4]](#footnote-4) |
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Now look at your completed chart. For each area, reflect on your strengths and the areas that you need to revise to improve your sentence fluency. **Write a few sentences for each in the space below, identifying sentences by their numbers and explaining what needs work.**

Then determine your three priorities for editing to improve your sentence fluency, by numbering them 1, 2 & 3 in the column to the right below.

|  |  |
| --- | --- |
|  | Label priorities for editing 1, 2, 3 |
| Check sentence beginnings.Do you have two sentences next to each other or in the same paragraph that start with the same word? Which sentences?Do you start sentences with the same type of word? (i.e. –ing word, noun, preposition) Which sentences?Check completeness of sentences.Do you have any ineffective sentence fragments? Which sentences?Check number of words in a sentence.Do you have several short sentences next to one another? Which sentences? |  |
|  |
|  |
| Look at the number of words you have in each sentence.Do you have many sentences of about the same length? Which sentences? |  |

**Now it’s time to edit your draft, using the information that you’ve gathered to improve your sentence fluency.**

1. Avoid two sentences in a row or in a paragraph that start with the same word (especially “I”). [↑](#footnote-ref-1)
2. Sentences should avoid weak and repeating verbs, especially forms of “to be.” [↑](#footnote-ref-2)
3. Sentences should be complete without being run-ons/fused-sentences or comma splices (two sentences joined only with a comma). Occasional sentence fragments may be used for effect. [↑](#footnote-ref-3)
4. Vary the number of words in a sentence, using some longer sentences to develop ideas and some shorter sentences for greater emphasis. [↑](#footnote-ref-4)