

Sentence Expansion & Arrangement

Improving the flow of the sentences in narrative, descriptive, et al

• PROBLEM

- Overused beginning words (+ELAR 1.2)
- Simple sentence structure (+ELAR 1.2)
- Overused sentence structure: no variety (+ELAR 1.2)
- No variety in sentence structure, length, and beginnings (“
- No subordinate clauses
- Student is not challenged
- Shows no awareness of stylistic control (+ELAR 3.3)
- Wonderful details, visuals, images, and senses are lost

• SOLUTION

In each case, improve the sentence with
“Sentence Expansion & Arrangement” (SEA)

Who, What, When, Where, Why, and How

(+ELAR 3.1, 3.2, 4.1, 4.2)

1. Analyze the sentence structures
 - a) Sentence starts
 - b) Sentence lengths
 - c) First word in each sentence, first word of each paragraph
 - d) Graph**
 - e) Color code**
 - f) Music**
 - g) Art, sketch, drawing
2. Write the sentence down
3. Fill out the Who, What, When, Where, Why, and How for the sentence (Sentence Expanding)
4. Arrange the parts of the sentence and read the newly crafted sentence (Sentence Arranging)
5. Continue arranging until you get the sentence structure or sound you want
6. Cross out the old sentence . . . (this is a revise: omit)
7. Write in the new sentence . . . (this is a revise: add)
8. Read the sentence in context to make sure it sounds good and flows

Caution: Do not do this to every sentence. Doing so will reduce the sentence fluency of the composition because there will be too many areas with the same sentence structure. Awareness of when to use this technique is the deciding factor between not proficient and proficient. Not all sentences need the 5w+h. Some sentences are better if you leave out some of the w’s. Mix it up and be creative. Not all sentences should start with WHO (like a newspaper). Mix it up! Let your ear be the judge. Ask a peer what they think.