

Make It Clear

Use a listener's question to choose a detail that improves a spoken sentence.

K.P.EICC.4.g "Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. (C)"

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 MATCH DETAILS

color	•	•	funny
place	•	•	red
reason	•	•	yard

2 REVISE IT

a	purple	high	string
b	quiet	library	book
c	head	wear	soft

HOW TO RUN THIS PAGE

Read each listener question and each choice aloud before students mark the page. Students use the feedback to decide what detail would make the sentence clearer, then make a revision choice by circling a word.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • MATCH DETAILS

SAY “The words color, place, and reason tell what a listener wants to know. The words red, yard, and funny can add details. Can you draw a line from each left word to the detail word that matches it?”

- **color** matches **red**
- **place** matches **yard**
- **reason** matches **funny**

PART 2 • REVISE IT

SAY “I will say a short sentence and a listener's question. Listen to each word in the row. Can you circle the word that would make the sentence clearer?”

ROW	SAY	STUDENTS CIRCLE
a	I said, “My kite flew.” A listener asks, “What color was the kite?” Read purple, high, string. Which word could I add?	purple
b	I said, “I read a book.” A listener asks, “Where did you read?” Read quiet, library, book. Which word could I add?	library
c	I said, “I like my hat.” A listener asks, “Why do you like it?” Read head, wear, soft. Which word could I add?	soft

WHAT TO ACCEPT

Match color to red, place to yard, and reason to funny. Circle purple, library, and soft; accept clear student circles or lines.