# Make It Clearer

Students discuss details with a partner, then add words to sentence drafts.

**C.1.2.a** "With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed."

NAME _____ DATE _____

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

## 1 FIND DETAILS

a

| | | |
|---|---|---|
| **soup** | **quickly** | **kitchen** |

b

| | | |
|---|---|---|
| **street** | **shoes** | **fast** |

## 2 ADD DETAILS

I play

I jump

**ANSWER KEY**

# Make It Clearer

**GRADE 1 · C.1.2.a**

## HOW TO RUN THIS PAGE

Read the directions and choices aloud. Give partners time to discuss their ideas, then observe each student add a detail to both printed sentence starts. Record any support you provide separately.

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

## PART 1 · FIND DETAILS

**SAY** "Listen to each little sentence and its choices. Talk with your partner about which word adds the kind of detail I ask for, then circle it."

| ROW | SAY | STUDENTS CIRCLE |
|---|---|---|
| a | I eat. The choices are soup, quickly, and kitchen. Which word tells what I eat? | **soup** |
| b | I run. The choices are street, shoes, and fast. Which word tells how I run? | **fast** |

## PART 2 · ADD DETAILS

**SAY** "Each box starts a sentence. Ask your partner for an idea, then trace the gray words and add one or two words that tell more. Put a period at the end and read each longer sentence aloud to your partner."

- Box 1: **I play outside.**
- Box 2: **I jump high.**

## WHAT TO ACCEPT

Circle soup, then fast. Accept any sensible one- or two-word detail after each traced start, with a period, such as "I play outside." or "I jump high."