Make It Clear

Students plan, revise, and edit a short sentence with support.

C.K.1.f "With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing."

NAME _____ DATE _____

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

1 PLAN AND EDIT

a

cat	sun	dog

b

i	see	pet

2 CHANGE YOUR WRITING

Make It Clear

HOW TO RUN THIS PAGE

Read the prompts aloud and allow time for partner talk. Students plan a word for their sentence, replace a general word with a more exact one, and edit their final sentence.

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

PART 1 · PLAN AND EDIT

SAY "Listen to each question. You may talk with a partner before you circle one word in each row."

ROW	SAY	STUDENTS CIRCLE
a	Our writing will be about a pet that barks. Which word helps us plan what to write?	**dog**
b	Our draft starts with the words 'i see a pet.' Which of these words needs a capital letter because it starts the sentence?	**i**

PART 2 · CHANGE YOUR WRITING

SAY "Write pet in the first box as our draft. Tell a partner which pet you planned, then listen to their idea and replace pet with your more exact word in the second box. In the last box, write a sentence that says you see your pet. Use the capital letter change you circled and add a period."

- Box 1: **pet**
- Box 2: **dog**
- Box 3: **I see a dog.**

WHAT TO ACCEPT

Accept dog for the plan and revision, and i as the word needing a capital letter. The final sentence should read 'I see a dog.' with spaces, a capital I, and a period; note any oral or writing support separately.