Make It Clearer

Students plan a sentence, add a detail, and edit their writing.

C.K.2.g "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 IT

idea	
detail	

2 CHANGE IT

first	
new	

ANSWER KEY # Make It Clearer

HOW TO RUN THIS PAGE

Read each part aloud and give students time to talk with a partner or adult before they write. Look for a detail added in the second sentence and a check for a capital letter and period. Record any peer or adult support 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 · PLAN IT

SAY "What is something you know about? Tell a partner, then write one word for your idea in the first box. What is one detail you could tell about it? Say your detail, then write one word for it in the second box."

- Box 1 (beside idea): **A student-chosen idea word, such as dog.**
- Box 2 (beside detail): **A word that adds information about the idea, such as brown.**

PART 2 · CHANGE IT

SAY "Write a short sentence about your idea in the first box, then read it to a partner or me. How can you use your detail word to tell more? Write your changed sentence in the second box, then check and fix any missing capital letter or period."

- Box 1 (beside first): **A short sentence about the idea, such as I see a dog.**
- Box 2 (beside new): **A changed sentence that adds the planned detail and has a capital letter and period, such as I see a brown dog.**

WHAT TO ACCEPT

Accept student-chosen ideas and phonetic spelling. The second sentence should add a detail not stated in the first, with a capital letter at the start and a period at the end.