Words Make Writing

Teacher-led choices guide students through planning, revising, and editing a shared sentence.

ELA.1.C.1.5 "With guidance and support from adults, improve 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 WORDS

a	tasty	read	bark
b	swim	bark	pages

2 ADD DETAIL

a	bark	pages	sleep
b	tasty	read	pages

3 EDIT IT

a	C	c	B
b	i	I	A

ANSWER KEY

Words Make Writing

GRADE 1 · ELA.1.C.1.5

HOW TO RUN THIS PAGE

Read all directions aloud. Display the shared drafts named in each part on a board or extra sheet. Children choose and explain improvements; record their selected revisions and edits on those actual drafts, then read the improved writing together.

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 WORDS

SAY "Before we write, we plan words we can use. Listen to each topic and the words, then circle one word that could help you write about the topic."

ROW	SAY	STUDENTS CIRCLE
a	The topic is a sandwich. The words are tasty, read, and bark. Which word could help you write about a sandwich?	**tasty**
b	The topic is a book. The words are swim, bark, and pages. Which word could help you write about a book?	**pages**

PART 2 · ADD DETAIL

SAY "We will improve writing by adding a useful detail. I will display each complete first draft, listen to your detail choice, and write your improved sentence beside it. What does your detail help the reader learn?"

ROW	SAY	STUDENTS CIRCLE
a	Display and read the draft: The book is here. Which detail could we add: bark, pages, or sleep? After your choice, help me revise it to The book has pages. Compare the two sentences: what information did we add?	**pages**
b	Display and read the draft: The sandwich is here. Which detail could we add: tasty, read, or pages? After your choice, help me revise it to The sandwich is tasty. What does the new sentence tell the reader?	**tasty**

PART 3 · EDIT IT

SAY "Look at each displayed draft. Check its first letter and choose the correct capital. Help me change that letter on the draft, then read the corrected sentence with me."

ROW	SAY	STUDENTS CIRCLE
a	Display cat can nap. Which first letter belongs at the start: C, c, or B? After choosing, help me change the draft to Cat can nap. Point to the changed letter.	**C**
b	Display i can read. Which first letter belongs at the start: i, I, or A? After choosing, help me change the draft to I can read. Point to the changed letter.	**I**

WHAT TO ACCEPT

Plan Words: tasty, pages. Add Detail: pages, tasty. Edit It: C, I. Accept a clearly circled answer, and prompt students to explain their choice orally if needed. Also inspect the actual displayed revisions The book has pages and The sandwich is tasty, and corrected drafts Cat can nap and I can read. Observe each child contributing a choice or explanation and pointing to an applied change. Choices alone do not complete the shared-writing step; adults may scribe all writing.