# Details Make Ideas

Students choose details that clearly add to an idea.

**1.11.B.ii** "developing an idea with specific and relevant details;"

NAME _____ DATE _____

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

## 1 PICK A DETAIL

| | | | |
|---|---|---|---|
| a | quiet | barks | brown |
| b | dry | wet | sleepy |
| c | red | round | ten blocks |

## 2 MATCH DETAILS

| | |
|---|---|
| cat | candles |
| wind | naps |
| cake | blows |

**ANSWER KEY**

# Details Make Ideas

**GRADE 1 · TEKS 1.11.B.ii**

## HOW TO RUN THIS PAGE

Read the choices and prompts aloud. After the warm-up, each child chooses dog, rain or tower and dictates or writes one or two sentences with a specific relevant detail. Record dictation on paper, reread it, and ask how the detail tells more.

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

## PART 1 · PICK A DETAIL

**SAY** "Listen to each idea and the printed choices. Circle the detail I ask about."

| ROW | SAY | STUDENTS CIRCLE |
|---|---|---|
| a | My dog is loud. The choices are quiet, barks, brown. Which detail explains loud? | **barks** |
| b | Rain is falling. The choices are dry, wet, sleepy. Which detail tells about rain? | **wet** |
| c | The choices are red, round, ten blocks. Which detail gives the number of blocks in my tall tower? | **ten blocks** |

## PART 2 · MATCH DETAILS

**SAY** "Read both columns. Match each idea to its related detail. Then choose an idea and tell or write one or two sentences that add a specific detail. What does your detail help us know?"

- **cat** matches **naps**
- **wind** matches **blows**
- **cake** matches **candles**

## WHAT TO ACCEPT

Circle barks, wet, ten blocks. Match cat/naps, wind/blows, cake/candles. Check each recorded draft for a relevant detail that adds information. Example: My dog is loud. He barks when the mail carrier arrives. Accept other specific details and supported dictation.