Make Writing Clear

Revise for focus, edit for clarity

2.W.5 "Develop the focus of the topic of writing through revision and improve the clarity of the writing through editing with guidance and support from adults, peers, and/or digital tools."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the new draft sentence that adds planting details, and circle the edited sentence that tells what "it" means.

Our Bean Seed

1. On Monday, I wrote about planting a bean seed. My first draft said, "We put it in dirt. It was fun." I also wrote about my red shoes. I wanted my writing to show how our class planted the seed.

2. My partner said, "Tell what you did with the seed." I took out the sentence about my shoes. Then I changed my draft to say, "We pressed one bean seed into the soil and covered it gently." Now the writing stays on planting.

3. My partner also circled this line: "It was on the shelf." I had not named what "it" meant. I edited the line to say, "Our seed cup sat on the sunny shelf." Now readers know what was on the shelf.

2 ANSWER WITH EVIDENCE

Use the passage

1. What did the writer take out to keep the writing about planting?

2. How does the new draft sentence help readers picture the planting?

3. What was unclear about “It was on the shelf,” and how did the writer fix it?

3 YOUR TURN

Your own words

Write two draft sentences about making a snack. Ask a partner or adult which sentence needs a clearer name or detail, then rewrite that sentence to keep your writing focused on the snack.

ANSWER KEY

Make Writing Clear

GRADE 2 · 2.W.5

PART 1 · READ AND MARK

Underline the new draft sentence that adds planting details, and circle the edited sentence that tells what "it" means. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What did the writer take out to keep the writing about planting?	**The sentence about the writer's red shoes.**
2	How does the new draft sentence help readers picture the planting?	**It tells how the class pressed a bean seed into the soil and covered it.**
3	What was unclear about "It was on the shelf," and how did the writer fix it?	**Readers could not tell what "it" meant. The writer named the seed cup.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

First draft: I cut an apple into slices. It went into a bowl. Revised sentence: I put the apple slices into a bowl.

Accept revisions that add a useful snack detail or replace an unclear word with a clear name. The student should show two draft sentences and one rewritten sentence.