

Digital Guide Team

Read how writers use shared technology to create, publish, and respond.

CCSS.ELA-Literacy.W.5.6 "With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each action that uses technology to create or publish the guide. Circle each action in which writers read, respond to, or improve someone else's work.

A Guide Goes Online

- ① On Monday, Maya's class began a digital guide called "Ways to Save Water at School." Maya opened a shared document that her teacher had created. She typed a heading and a paragraph about turning off a faucet while soaping hands. Before adding a photo, she used a school-approved image site and copied the photographer's name into a source list. The shared document let her classmates see her draft.
- ② On Tuesday, Leo read Maya's paragraph in the shared document. He highlighted one sentence and wrote a comment: "Could you explain how this saves water?" Maya replied with a clear reason and added a fact from the school custodian. She also read Leo's section before suggesting that he use a shorter title. Their comments were polite, specific, and connected to the guide's purpose.
- ③ On Wednesday, the class checked the guide before publishing it on the school's protected website. They reread for spelling, added headings, and made sure each image had a source. Then they typed for a full class period, finishing two pages in one sitting. After publication, families could read the guide and leave comments. Maya's group answered a question from a parent and revised one confusing sentence.

2 ANSWER WITH EVIDENCE Use the passage

1 What did Maya do in the shared document to begin creating the guide?

2 How did Maya use an online image responsibly?

3 What feedback did Leo give Maya, and how did she respond?

4 Name two things the class did before publishing the guide.

3 YOUR TURN Your own words

With teacher guidance, use a teacher-approved shared document to type a two-page guide about one way students can help at school, writing 150 to 200 words on each page in one sitting. Publish it in your class space, then write two specific, polite comments that could help classmates improve their guides.

PART 1 • READ AND MARK

Underline each action that uses technology to create or publish the guide. Circle each action in which writers read, respond to, or improve someone else's work. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What did Maya do in the shared document to begin creating the guide?	She typed a heading and a paragraph about turning off a faucet while soaping hands.
2	How did Maya use an online image responsibly?	She used a school-approved image site and put the photographer's name in a source list.
3	What feedback did Leo give Maya, and how did she respond?	Leo asked her to explain how the action saves water. Maya added a clear reason and a fact from the school custodian.
4	Name two things the class did before publishing the guide.	They reread for spelling, added headings, and checked that each image had a source. Any two are correct.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Published in our class shared document: Page 1: Pack a reusable lunch to cut down on cafeteria trash. Start with a washable lunch box, a refillable water bottle, and a cloth napkin. These items can be used again instead of being thrown away after one meal. At home, place crackers, fruit, or vegetables in small reusable containers. Choose containers with lids that close tightly, so food stays fresh and does not spill in your backpack. If you buy yogurt or applesauce in large containers, ask an adult to help you spoon one serving into a smaller container. This can use less packaging than single-serving cups. Before school, check that you have a fork or spoon you can wash and use again. Put your name on your lunch box and bottle. A name label helps lost items return to you instead of becoming waste. When you finish eating, place containers and utensils back in your lunch box. Take them home to wash for tomorrow. Page 2: At school, eat the food you packed and sort any leftovers carefully. If your classroom or cafeteria has a compost bin, put fruit peels or other accepted scraps there. Follow the signs, because compost rules can be different in each school. Put recyclable bottles or clean containers in the correct bin if your school collects them. Do not place food-covered containers in recycling unless a sign says they are accepted. After lunch, check the floor and table for dropped wrappers or utensils. Picking up your space helps keep shared areas clean. You can also invite a friend to try one reusable item next week, such as a cloth napkin. Explain that a small change can prevent many throwaway items over time. Reusable lunches do not have to be perfect every day. Use what you already have, wash it, and make one useful switch when you can. A lunch box, bottle, and container can help reduce waste at school. Comment to Jordan: Your guide says to use reusable containers. Add a sentence about washing them after school. Comment to Sam: I like your compost example. Could you name one item your school accepts?

Accept equivalent answers that identify digital writing, responsible online source use, publication, or specific collaboration from the passage. For the open task, check for two typed pages within the stated word range, teacher-approved publishing, and two polite comments that name a specific improvement.