Publish With Purpose

Use digital tools to organize ideas, collaborate, and revise published writing.

CCSS.ELA-Literacy.W.8.6 "Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each digital tool or online feature in the passage. Circle the words that explain how it helps writers organize information, collaborate, publish, or get feedback.

A Garden Guide Goes Online

1. When Maya's class prepared a digital guide to the community garden, the group began with a shared online folder. Maya placed interviews, photos, and links to the garden's planting calendar in labeled folders. Her team used a shared document to build an outline before drafting. They grouped information by season, then added headings such as "Spring Jobs" and "Summer Harvest." This structure helped readers see how a task, such as watering, connected to weather, plant growth, and the garden schedule.

2. During drafting, each writer added comments instead of changing another person's words without explanation. In one comment, Leon asked whether a chart about rainfall should appear beside the watering advice. Maya replied that readers could compare the two ideas more easily if the chart stayed near that section. The group also used comment tags to ask the science teacher to check a claim about compost. Her reply helped them revise the claim and add a link to a reliable county extension website.

3. Before publishing, the class checked that every photo had a caption and that links opened correctly. They chose a simple web page format because it let visitors move from the seasonal headings to details without scrolling through one long block of text. After posting the guide on the school's website, Maya shared the link with the garden coordinator. The coordinator commented that the map needed clearer labels, so the team updated it. Publishing online made feedback part of the writing process, not just the final step.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did the headings and the placement of the rainfall chart help readers understand connections between ideas?

2. What did writers do during drafting to collaborate without making unexplained changes to another person's writing?

3. How did the group use an online collaboration feature to improve the compost information?

4. What feedback did the garden coordinator give after the guide was published, and how did the team respond?

3 YOUR TURN

Your own words

Using a shared document or slide, plan a short web post that teaches classmates about a school or community activity. Include a title, two linked sections that show a relationship between ideas, one reliable web source, one comment for a collaborator, and a plan for publishing and using feedback.

ANSWER KEY

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GRADE 8 · W.8.6

PART 1 · READ AND MARK

Underline each digital tool or online feature in the passage. Circle the words that explain how it helps writers organize information, collaborate, publish, or get feedback. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did the headings and the placement of the rainfall chart help readers understand connections between ideas?	**The seasonal headings grouped related information, and placing the rainfall chart beside watering advice helped readers compare rainfall and watering.**
2	What did writers do during drafting to collaborate without making unexplained changes to another person's writing?	**They added comments instead of changing another person's words without explanation.**
3	How did the group use an online collaboration feature to improve the compost information?	**They used comment tags to ask the science teacher to check the claim, then revised it and added a link to a reliable county extension website.**
4	What feedback did the garden coordinator give after the guide was published, and how did the team respond?	**The coordinator said the map needed clearer labels, and the team updated the map.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Shared-document draft: "School E-Waste Drive." Sections: "What to Bring" and "Where Materials Go," with an arrow showing that collected devices are sent to a certified recycler. Source: EPA, "Electronics Donation and Recycling," https://www.epa.gov/recycle/electronics-donation-and-recycling. Comment to Jordan: "Can you add the collection dates and check the room number?" Publish on the school website, then revise dates or directions after students comment.

Accept responses that identify specific digital tools and accurately explain how they support organization, collaboration, publishing, or revision. For the open task, require all listed parts and a clear connection between the two sections.