

Words Build Workshops

Read how a writing group listens, shares, and improves.

6.P.EICC.1.e “Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback. (I/C)”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the three group norms in paragraph 1. Circle two places where someone gives, receives, or responds to feedback, so you can notice how the group supports each writer.

Planning the Neighborhood Zine

- ① On Thursday, the sixth-grade reading and writing club met in the library to plan a zine about neighborhood places. Before anyone opened a notebook, Maya asked the group to choose norms. They agreed to let one person speak at a time, keep comments about the work rather than the writer, and invite quiet members into the conversation. Mr. Chen wrote the norms on a chart. The group decided that anyone could point to the chart if a discussion began to feel unfair or too loud.
- ② Next, the club read an article about the old train depot, which students hoped to feature in the zine. Luis said the article's date was clear, but he wanted more details about why the depot mattered to local families. Ava built on his idea by asking whether a photograph could help readers picture the building. While others spoke, Jordan faced the speaker, took notes, and waited before adding a thought. The group used sentence starters such as, “I noticed...” and “Could you explain...” to make feedback specific and respectful.
- ③ Then each member shared a short caption for one zine page. Nia read her caption about the community garden, and the listeners first named a detail that worked. Priya said that Nia's image of muddy boots made the garden easy to imagine. She also suggested replacing the word nice with a more exact word. Nia did not have to accept the suggestion immediately. She thanked Priya, asked what word she had in mind, and wrote the idea in her notebook. Later, Nia chose “busy” because it matched the gardeners' work.

2 ANSWER WITH EVIDENCE Use the passage

1 Which group norm would help if several people started talking at once?

2 What feedback did Luis give about the train depot article?

3 What did Jordan do to show he was listening to other speakers?

4 How did Nia respond to Priya's suggestion about her caption?

3 YOUR TURN Your own words

Write a three-sentence caption about a place in your community. Then write one specific feedback comment a partner could give and one sentence explaining how you would respond to that feedback.

PART 1 • READ AND MARK

Underline the three group norms in paragraph 1. Circle two places where someone gives, receives, or responds to feedback, so you can notice how the group supports each writer. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which group norm would help if several people started talking at once?	Let one person speak at a time.
2	What feedback did Luis give about the train depot article?	He said the date was clear, but he wanted more details about why the depot mattered to local families.
3	What did Jordan do to show he was listening to other speakers?	He faced the speaker, took notes, and waited before adding a thought.
4	How did Nia respond to Priya's suggestion about her caption?	She thanked Priya, asked for a possible word, wrote the idea down, and later chose "busy."

PART 3 • YOUR TURN (SAMPLE ANSWER)

Caption: Riverside Park wakes up early on Saturday mornings. Families spread blankets near the soccer field while runners follow the path beside the river. The park feels busy because people move, talk, and play in every corner.

Feedback: I noticed strong action words, and I suggest naming one sound so readers can hear the park. Response: I will add the sound of soccer balls thumping across the field.

Accept answers that accurately cite the passage, even if students use different wording. For the open task, accept a clear three-sentence caption, specific and respectful feedback, and a response that considers or uses the feedback.