

Share It Together

Use digital tools with a partner and an adult.

CCSS.ELA-Literacy.W.2.6 "With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Circle the tool Lena uses to type. Underline Omar's suggestion for clearer words. Put a star beside the sentence that tells who could read the finished sign.

Garden Sign Team

- ① Lena and Omar made a sign about their class garden. Ms. Ruiz helped them open a writing app. Lena typed a title and two facts. Omar added a photo he took of a sunflower.
- ② The partners read the sign together. Omar suggested shorter words for a hard sentence. Lena made the change. Both partners checked that the words matched the photo.
- ③ Ms. Ruiz helped them use a second tool: the class website. They put their finished sign there. Their families could open the page and read it. The writing app helped them make the sign. The website helped them share it.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1 Which tool helped Lena and Omar write their sign?

2 How did the partners make their writing clearer?

3 How was the class website different from the writing app?

3 YOUR TURN

— Your own words

Work with a partner and an adult. Make a two-sentence class reminder in a writing app. Then share it on the class website or digital board. The adult leads one step at a time and helps with the tools. Both children help write or improve the words.

1. Plan your reminder

The adult reads each step aloud. Choose a reminder your class needs. Write two sentences below. Read them to your partner. Do they make sense?

2. Write on the device

The adult opens the writing app and helps you take turns. Type your reminder. Each partner adds or improves words. Read it together. The adult writes the app name and what each child did below.

3. Share it with readers

With the adult, open the class website or digital board. Add your reminder. The adult helps you post it. Ask a classmate to open and read it. The adult writes where you shared it below.

4. Check the message

Ask your reader what to do. Tell the adult what the reader said; the adult writes it below. If words are unclear, fix them together and update the posted reminder.

PART 1 • READ AND MARK

Circle the tool Lena uses to type. Underline Omar's suggestion for clearer words. Put a star beside the sentence that tells who could read the finished sign. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which tool helped Lena and Omar write their sign?	The writing app helped them write the sign.
2	How did the partners make their writing clearer?	Omar suggested shorter words, and Lena changed the sentence. Both checked the words and photo.
3	How was the class website different from the writing app?	The app helped them make the sign. The website let families read the finished sign.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Draft reminder: Bring your library book on Friday. Put it in the return bin before class.

Peer revision in the writing app: With Ms. Lee helping, I typed the first sentence. Maya changed "before class" to "before morning meeting" so the time was clearer. We read both sentences together.

Published reminder: Bring your library book on Friday. Put it in the return bin before morning meeting.

With Ms. Lee, we posted this version on our class digital board. Ben opened it and read it aloud. He said to bring his book on Friday and put it in the bin before morning meeting. Our words were clear, so we kept them.

TEACHER ASSESSMENT NOTES

Prepare the device, writing app and class website or digital board. Read and lead one step at a time; complete each before moving on. Let children take turns making writing decisions and using both tools with help. The adult records the app, each child's contribution, publication place and reader response. For the project steps, children write the two-sentence plan; the adult completes the process notes. Check their actual digital writing, shared publication and reader access; paper plans alone are incomplete. If access is unavailable, complete those steps later. Accept different useful reminders. The model is fictional completed work. Revise and update only if the reader reveals unclear wording.