Garden Goes Online

See how a team writes, revises, and publishes online.

CCSS.ELA-Literacy.CCRA.W.6 "Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each digital tool or online space the reporters use. Circle the words that tell how the group works with other people through that tool.

A Garden Story for Families

1. Our class wanted to share how the school garden changed during spring. Maya opened a shared document and gave each reporter a job. Luis wrote about measuring seedlings. Nia added a chart made from the group's weekly height records. Devon checked the facts against the garden notebook. Because everyone could see the same file, they added ideas without waiting for one paper to travel around the room. They used comments, rather than changing a classmate's sentences without explaining why.

2. Before publishing, the reporters read the draft on tablets. They noticed that the chart had no title, so Nia labeled it "Bean Plant Growth." Luis left a comment asking whether the plants were measured from the soil line. Maya replied with the method and added it to the article. Devon used the document's suggestion tool to recommend a clearer heading. The group discussed the suggestion, accepted it, and thanked Devon in a reply. Their online discussion helped the article become clearer before readers saw it.

3. The class posted the finished article on the school website, where families could read it. They included names only with each student's permission and did not post photographs showing faces. A week later, a parent commented that the chart made the garden's growth easy to understand. The reporters answered, "Thank you," and linked to a new page about summer watering. Publishing online let the class reach readers beyond the classroom and continue a respectful conversation about the garden.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which tool let everyone add ideas to the same file without passing paper around?

2. How did Luis and Maya use a comment to make the article more complete?

3. What did Devon do with the suggestion tool, and what did the group do next?

4. How did publishing on the school website help the class interact with readers?

3 YOUR TURN

Your own words

Teacher: provide a shared document with comments and an approved classroom online space; pairs may take turns on one device. Each partner types a 3- or 4-sentence post inviting classmates to a project or activity they can describe accurately. Exchange drafts: each writes a relevant comment, then each author replies and revises or explains a reasoned no-change. Publish both final posts to the teacher-arranged class space for classmates to read. Here, record the actual comment, reply, revision decision and publication location; do not include private contact information.

ANSWER KEY

Garden Goes Online

GRADES K-12 · CCRA.W.6

PART 1 · READ AND MARK

Underline each digital tool or online space the reporters use. Circle the words that tell how the group works with other people through that tool. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which tool let everyone add ideas to the same file without passing paper around?	**A shared document.**
2	How did Luis and Maya use a comment to make the article more complete?	**Luis asked how the plants were measured, and Maya replied with the method and added it to the article.**
3	What did Devon do with the suggestion tool, and what did the group do next?	**Devon recommended a clearer heading. The group discussed and accepted the suggestion, then replied to thank him.**
4	How did publishing on the school website help the class interact with readers?	**Families could read the article, a parent left a comment, and the reporters replied and linked to more information.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Sample final class post: Our class can try a bottle-collection project for an art display. Bring a clean empty bottle to Room 12 by Friday if the teacher approves. We will use the bottles to build a model of a recycling station. Please ask our group if you have a question. Example record: My partner commented, “Where and when should bottles arrive?” I replied, “I added Room 12 and Friday,” revised the post, and shared the final version in our teacher’s classroom online space. The teacher checks actual drafts, comments and publication.

Preserve the source-based answers about shared writing, comments, suggestions and family interaction. For Part 3, supply actual digital access and check each learner’s typed contribution, real partner comment, author reply and explained revision decision. Verify the final 3- or 4-sentence post is readable in the approved class online space by the intended classmates. A teacher-controlled class space and shared device suffice; a future plan or paper copy alone does not complete technology use and publication. Assess accurate content and respectful relevant interaction; public posting or new student accounts are not required.