One Guide, Many Hands

Annotate a model of digital writing teamwork.

ELA.8.C.5.2 "Use a variety of digital tools to collaborate with others to produce writing."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each digital tool or feature the group uses. Circle the nearby words that tell how the tool helps the team create, revise, check, or share the guide.

The Field Guide Team

1. When the Riverwatch Club decided to create a digital field guide for visitors to Marshview Park, the members did not begin by writing alone. In a shared document, Lena added headings for birds, plants, and trail safety. Mateo inserted a table for facts that needed checking. Each member chose a section by typing initials beside it. The document showed everyone's edits right away, so the group could see which parts still needed research without sending several versions by email.

2. On Tuesday, Aisha used the comment feature to ask whether a photo caption named the correct heron. She attached a link to the park district's bird list, and Jordan replied in the same comment thread after comparing the source with the caption. Later, the team met in a video call to settle a disagreement about trail rules. While they talked, Jordan shared his screen and revised one sentence. The others watched the change, suggested clearer wording, and agreed to keep the new version.

3. Before publishing, Mateo opened the document's version history. He noticed that a useful sentence about staying on marked paths had disappeared during an edit, so he restored it and told the group in a comment. The team used a task board to track final jobs, including proofreading, checking links, and adding photo credits. After every task was marked complete, Lena exported the guide as a PDF and shared it with the park's volunteer coordinator. Their tools helped them build one accurate guide together.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did the shared document keep the group from needing several emailed versions?

2. What did Aisha and Jordan do in the comment thread to check the photo caption?

3. During the video call, what did screen sharing allow the team to do?

4. How did version history and the task board help the team finish the guide?

3 YOUR TURN

Your own words

Imagine your class is creating a one-page digital guide for new students. Write a three-sentence collaboration plan that names at least three different digital tools or features, tells how each will be used, and explains how your group will make a final shared version. Then work with a real partner to actually produce a short shared digital guide. Your teacher will provide an approved shared writing tool and supported device access, including turn-taking on one device if needed. Use three features: each partner contributes labeled text, the pair uses comments with replies to clarify wording, and a checklist or version history helps agree on and save one final version. Include at least three useful sentences with teacher-checked classroom information, such as where to put books or ask for help. Read the final version together and record each partner's contribution, one real comment/reply decision and the saved version name on extra paper. No external publishing is required.

ANSWER KEY # One Guide, Many Hands

GRADE 8 · ELA.8.C.5.2

PART 1 · READ AND MARK

Underline each digital tool or feature the group uses. Circle the nearby words that tell how the tool helps the team create, revise, check, or share the guide. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did the shared document keep the group from needing several emailed versions?	**It showed everyone's edits right away and helped the group see which parts still needed research.**
2	What did Aisha and Jordan do in the comment thread to check the photo caption?	**Aisha attached a link to the park district's bird list, and Jordan compared that source with the caption before replying.**
3	During the video call, what did screen sharing allow the team to do?	**The team could watch Jordan revise a sentence, suggest clearer wording, and agree on the new version.**
4	How did version history and the task board help the team finish the guide?	**Version history let Mateo restore a deleted sentence, and the task board tracked final jobs such as proofreading, link checking, and photo credits.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

We will draft sections in a shared document, and each writer will add their name to the section they own. We will use comments to question unclear facts and a video call to choose the clearest wording. A task board will track proofreading and photo credits, then one editor will check version history, export the agreed-on guide as a PDF, and share the final file with our class.

This is a three-sentence planning model, not evidence of completed collaboration. A possible classroom guide begins: "Put books in the teacher-designated place. Ask your teacher where supplies belong. Tell an adult if you need help." Partners must produce their own checked shared version and actual collaboration record.

Accept equivalent descriptions of the tools and their purposes when they match the passage. For the open response, accept any three-sentence plan that names at least three digital tools or features, gives a collaborative use for each, and includes a way to finalize and share one group version. Also require actual partner digital collaboration and a saved shared result. Check both contributions, a real comment and response, final wording/checklist or version-history use, the final version name and teacher-checked information. Three named future tools alone are insufficient. A shared device with turn-taking is acceptable; no video call, external account or public publication required.