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. With a partner, agree on two respectful workshop norms. Take turns sharing your captions by reading or showing them; listen or read as your partner shares. Each partner gives one specific comment about the other caption. Record the actual comment you received and your considered response: revise, ask for clarification or explain a reason for keeping your wording. If revising, record the changed wording. Teacher and communication support are welcome.

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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.
Example completed workshop record: We agreed to take turns and comment on the work, not the writer. My partner suggested naming a sound. I responded by revising my third sentence to: The park feels busy because soccer balls thump while people move, talk and play in every corner. I also told my partner that their description of muddy boots helped me picture the garden.

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. Arrange actual partner sharing and reciprocal specific, respectful feedback. Check two agreed norms, the actual received comment and a considered response. Accept a supported no-change decision; do not force every suggestion to be adopted. The caption remains three sentences, and revised wording is recorded when applicable.