

## **Digital Group Writing Workshop**

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**Abstract:** Sometimes getting students to support their claims is like “pulling teeth.” Students either put too much or too little when they actually write. In this lesson, students will get the opportunity to work together to write an argumentative paragraph by looking for specific details, editing their submission together, and acting as a reviewer for others.

- **Learning Goals:**

- Students will
  - Provide detailed evidence to support a claim.
  - Express their thoughts in clear and concise sentences.

- **Materials and Preparation:**

***Materials:***

- Internet Access
- Age appropriate article and question
- Computer Access
- Projector

***Preparation?***

- Gather appropriate articles (see my choice below)
- Set up Google Docs (create bit.ly urls for easier use)
- Develop writing prompt(s) (see my example below)
- See below links for examples:
  - [Writing Workshop Day 1 PowerPoint \(With Actual Student Examples\)](#)
  - [Writing Workshop Day 2 PowerPoint](#)
  - [Writing Workshop Article](#)
  - [Writing Workshop Prompt and Rubric](#)

- **Grade Level and Subject Area:** HS English/World Literature (note: basic writing/reading/collaborating activity could be adapted to fulfill ELA CCSS in other disciplines and grades as well.)
- **Measure(s) of Success:** Writing Rubric ([see link here](#))
- **Learning Activities:**

**Answers to Reflection Questions:** *We have left this section intentionally blank as we would like submitted answers to be based on an individual or team's pedagogy, approach, and reflection, not on our model.*

## · **Introduction**

Depending on the state you are in, walk your class through graded examples of what the writing prompts are, how they are graded, and what good student examples can be. Direct students to point out examples of what makes a great response.

To see what I exactly did, please use the links below:

[Writing Workshop Day 1 PowerPoint \(With Actual Student Examples\)](#)

[Writing Workshop Day 2 PowerPoint](#)

[Writing Workshop Article](#)

[Writing Workshop Prompt and Rubric](#)

## **Activity-**

### **Day 1**

1. Divide students up into groups of three to four. Direct students to pick someone in the group to be a recorder.
2. Explain to student that they will read an article and answer the writing prompt in paragraph form (more for older students or higher academic levels.) (Writing prompt should ask students to explain a theme from the article and provide details from the text to support it. See above links)
3. Student groups should read the article silently at first. Once this is completed, have students read aloud with their groups. Students should begin developing their responses and evidence should be pulled. Students must not submit their first draft.
4. Once a final draft has been decided, the recorder will type their response in the group Google Doc. (Teacher will provide link that allows edits. See above.)

### **Day 2**

1. Teacher will review with students about grading procedures.
2. Teacher will provide a list of group Google Doc links and instruct students that they will act as graders/reviewers. Students will follow a rubric and make anonymous suggestions for improvement on their classmates' responses. (Teacher will provide link that allows comments.)
3. Students will review the responses and give ratings.
4. After a pre-determined time, the teacher will go through the responses with the class to provide feedback and gauge volunteer responses. (See above links)

## **Standards**

### ***Common Core***

- **Key Ideas and Details:**

- CCSS.ELA-Literacy.RI.9-10.1

- o Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- CCSS.ELA-Literacy.RI.9-10.2

- o Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

- **Craft and Structure:**

- CCSS.ELA-Literacy.RI.9-10.5

- o Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

- CCSS.ELA-Literacy.RI.9-10.6

- o Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

### ***ISTE-S***

- 2. Communication and collaboration

- o Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- 4. Critical thinking, problem solving, and decision making

- o Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.