



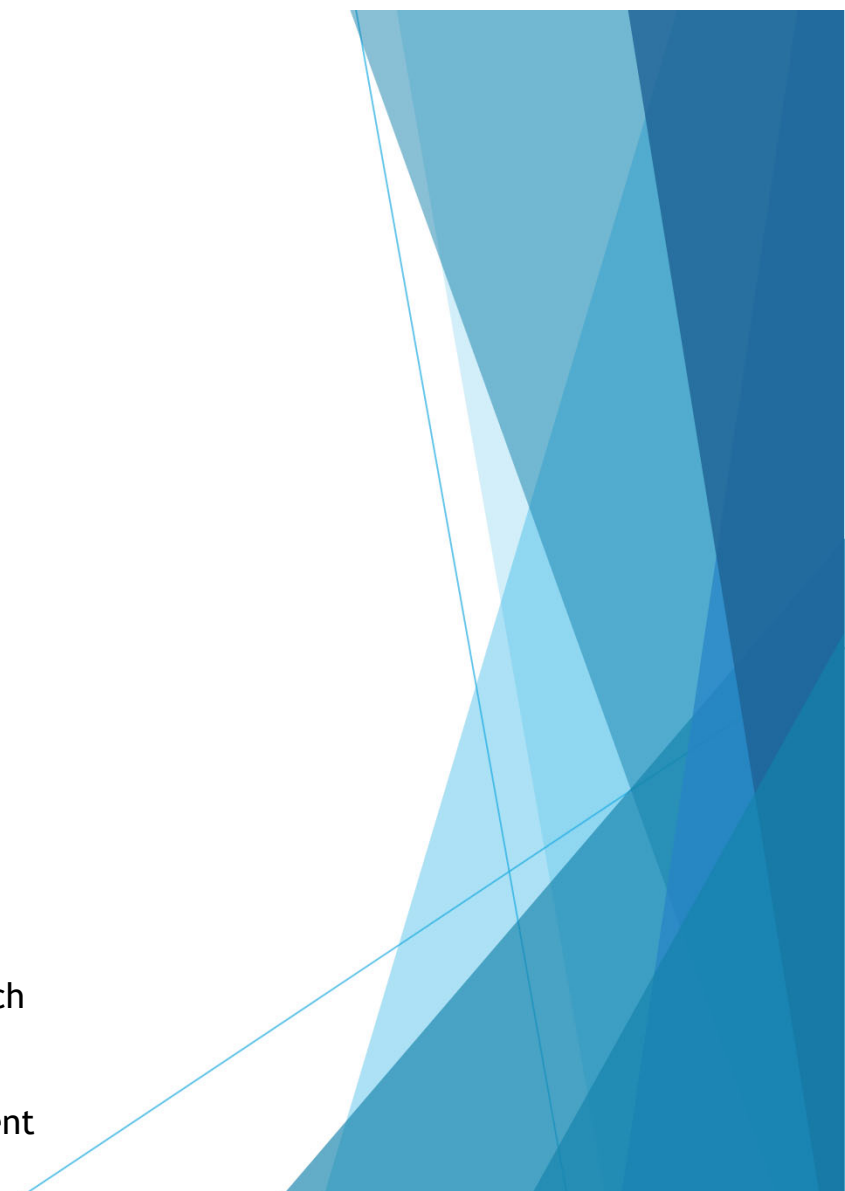
Digital Writing Skills

May 30th, 2025

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Some of the slides presented today are from a grant funded research study by the Institute of Education Sciences, U.S. Department of Education, through Grant R305N210030 to Georgia State University. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.



Why teach writing to adult learners?

To help them achieve higher scores on HSE tests.

Writing is a life skill.

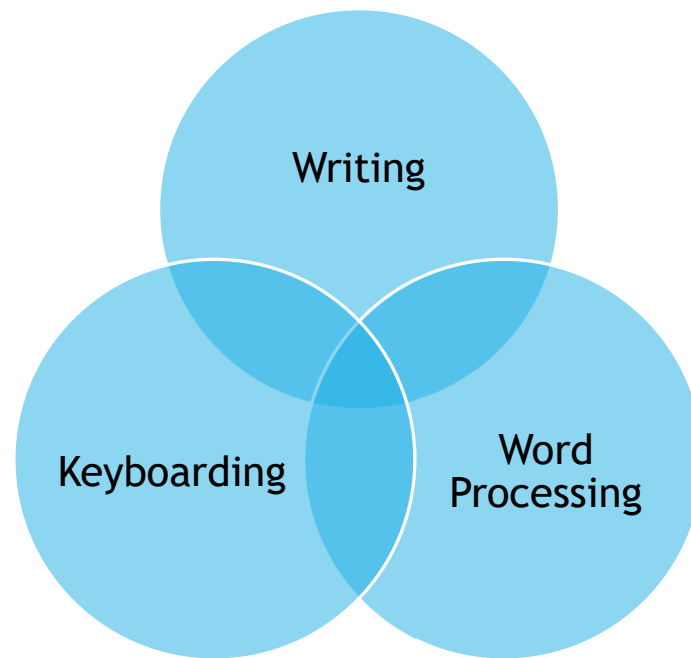
Work-based writing skills are valuable.

Further education and training require writing skills.



When you think about digital writing,
What kind of skills do you think writers need to have?

Digital Writing Requires Three types of Skills



Keyboarding



Typing information into a computer



Smartphones and computer keyboard keys are laid out in QWERTY which spaces out frequently used letters to avoid jamming.



Efficient typing includes speed and accuracy.

Word Processing

Word Processing applications are used at work, home, and in daily life.

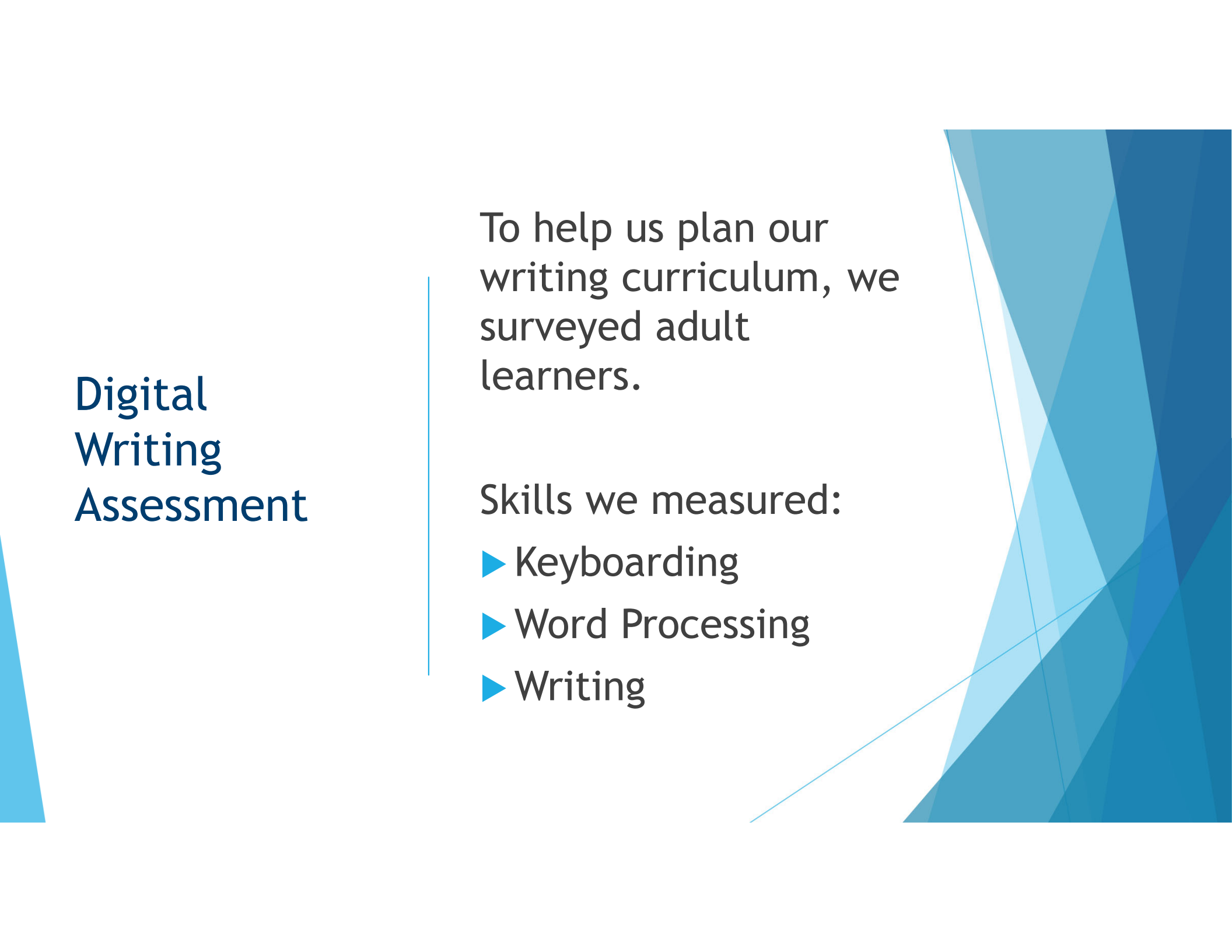


Some examples of word processing applications include Microsoft Word and Google Docs.



Word processing skills include creating, saving, sharing, formatting, and printing word processing texts.

Digital Writing Assessment



To help us plan our writing curriculum, we surveyed adult learners.

Skills we measured:

- ▶ Keyboarding
- ▶ Word Processing
- ▶ Writing

W-ASE Typing Study

It can sometimes feel as if we are always getting information about how we should eat. Eating well is easier to do than you may think. In fact, it can be easy and fun. It involves eating different types of foods. Here are some tips to eat better and feel better. First, try to eat different types of vegetables and fruits. Have apples or carrots around to snack on instead of potato chips or sweets. Second, eat less meat and more seafood, beans, eggs, and nuts. Third, do not eat a lot of foods that are high in sugar. It is all right to enjoy your favorite foods even if they are not very healthy. The key is eating them only once in a while. Now is a perfect time to learn simple ways to help your family eat well.

|start typing here...

The 3-Minute Typing Test (Keyboarding Skills)

Our Students' Keyboarding Skills

Measure	Mean	SD	Range	U.S. Average
Speed (Words Per Minute)	22.38 WPM	10.59	.7-46.7 WPM	40 WPM
Accuracy	91%	12.61	49-99%	92%

Word Processing Task

Students were asked to respond to a writing prompt by typing a paragraph.

Skills measured:
Creating a document, formatting, saving, adding a centered title, use of tools (tab, spell- and grammar- check).

Most participants struggled with these word processing tasks.

Center a title on a page

Save a document

Use the spell- and grammar- checker on their document

Format for double spacing

Our Students' Writing Skills

Students Need

94% of the respondents did not know how to plan, draft, and revise while writing.

Writing Argumentative Essays

The goal of an argumentative essay is to persuade the reader to agree with the writer's position on a controversial topic.

Argumentative writing skills are tested on the GED and HiSet exams.

An argumentative essay has specific features and its own organizational framework.

It consists of about 5 paragraphs.

Paragraphs

Many adult learners struggle to write a clearly organized paragraph.



Paragraphs

The function of a paragraph is to present or explore a single idea.

Every paragraph has the same structure.

In an argumentative essay, each argument/reason has its own paragraph.

Each sentence in a paragraph has a specific function in helping to present the idea.

Show examples of good paragraphs and discuss what makes them work well.

Example Body Paragraph

One reason not to have school on Saturdays is because it will cost more money. Teachers will need to be paid more to work longer hours. Keeping the buildings open on Saturdays will also cost more for utilities, lunches, and the custodian. The increased costs means that more money from taxes will need to be taken for Saturday school. Not everyone will agree with this.

Paragraph Strip Activity

Cut a paragraph into sentence strips.

Review what needs to go into that kind of paragraph (introduction, body, conclusion).

Hand them out to students and ask them to reorder them (5 minutes).

Students should reorder them, compare and discuss with a partner, change as needed.

Reading them aloud helps student hear if the paragraph makes “sense”.

Discuss why the order works best.

Paragraph Strips - Variations



Have the students write out the unscrambled paragraph.



Repeat the activity with another scrambled paragraph.



Finally, have the students write their own paragraph.

Argumentative Essay Structure

Introductory Paragraph

- States the topic
- States the writer's position on the topic

Body Paragraphs (need 2-3)

- Each reason to support the position gets its own paragraph
- Each reason needs an example/explanation
- Need to have at least one opposing argument that the writer rebuts

Conclusion Paragraph

- Restate the topic and the writer's position
- Summarize the supporting reasons
- Ends with an interesting point

Example of an essay used to teach about argumentative essay paragraphs

Social Media, Good or Bad?

Social media has become a popular hobby-time for many people. People love social media because they can create posts, watch funny videos, catch up on news, and keep up with their favorite celebrities. Users can connect with people they know. Critics argue that social media is harmful to people. Is social media fun worth the harm it causes to society? Social media hurts people more than it helps.

First, a lot of what people see on social media is fake. Pictures that people post can be changed to make them look more attractive or richer than they actually are. A person looking at social media may compare it to their own life and feel bad.

Additionally, people can be mean to each other when on social media in ways they are not in the real world. When a person posts a picture or a comment, other people may respond unkindly. Some users often mock or insult others. The victims of these insults can be hurt. People have killed themselves because of bullying on social media.

However, supporters say that social media is useful because it helps people stay connected. Friends and relatives can stay in touch on social media when they are too far away to visit. There are other, more personal ways to stay in touch with friends and relatives. People can write letters or cards, call, and visit their friends and relatives to enjoy private conversations.

In conclusion, while social media can be fun, users should take care. People should not take what they see on social media too seriously. It is not always real. People should be nice to other people on social media. They should avoid or ignore bullies. People should make more of an effort to call, write letters and cards, or to visit with their friends and family. These kinds of personal connections help us make happy memories with the people we care about.

► 6.9 Flesch-Kincaid Grade Level

Introduction Paragraph Example

Social media has become a popular hobby-time for many people. People love social media because they can create posts, watch funny videos, catch up on news, and keep up with their favorite celebrities. Users can connect with people they know. Critics argue that social media is harmful to people. Is social media fun worth the harm it causes to society? Social media hurts people more than it helps.

- ▶ Introduces the topic
- ▶ Has a thesis statement describing the writer's position on the topic.

Body Paragraph Example

Additionally, people can be mean to each other when on social media in ways they are not in the real world. When a person posts a picture or a comment, other people may respond unkindly. Some users often mock or insult others. The victims of these insults can be hurt. People have killed themselves because of bullying on social media.

- ▶ Focuses on a single reason or idea.
- ▶ The reason should be clearly stated.
- ▶ There should be examples or evidence given to support the reason.

Rebuttal Paragraph Example

However, supporters say that social media is useful because it helps people stay connected. Friends and relatives can stay in touch on social media when they are too far away to visit. There are other, more personal ways to stay in touch with friends and relatives. People can write letters or cards, call, and visit their friends and relatives to enjoy private conversations.

- ▶ Argues for the other position.
- ▶ Focuses on a single idea or reason.
- ▶ Gives an example.
- ▶ Rebut this position.

Conclusion Paragraph Example

In conclusion, while social media can be fun, users should take care. People should not take what they see on social media too seriously. It is not always real. People should be nice to other people on social media. They should avoid or ignore bullies. People should make more of an effort to call, write letters and cards, or to visit with their friends and family. These kinds of personal connections help us make happy memories with the people we care about.

- ▶ Restate the topic.
- ▶ Restate the writer's position.
- ▶ Use new words to summarize the supporting reasons.
- ▶ End with an interesting point for the reader to think about.

Class Activity: Structure Strips



Print out a good example of a 5 or 6 paragraph argumentative essay and cut the paragraphs apart (1 for each student).



Pick up random paragraphs, read them aloud and have students help place it on their strips.



Review and point out the “clues” that show if a paragraph is the introduction, a body, or the conclusion.



The Writing Process

Planning, drafting, and revising



Planning Step 1



Read the prompt and identify:

What is the topic?

Who is my reader?

What is my goal? To persuade my reader that my position is strongest.

How will I organize my 4 or 5 paragraph essay?

Planning Step 2:
Brainstorm Pro/Con
position ideas about
the topic

Which side has the
stronger ideas?

Pros	Cons

Planning Step 3: Organize your essay notes

Basic Outline

Name: _____

Introduction: Claim:
Body Paragraph 1: Reason: Evidence:
Body Paragraph 2: Reason: Evidence:
Body Paragraph 3: Reason: Evidence:
Conclusion:

TeacherVision

Use Sentence Starters, frames, and transition words.

Name: _____

Date: _____

Argument Writing: Sentence Frames

When you make an **argument**, you are making a claim that you believe is true. For example, you might argue that you should be allowed to have a pet dog. To make an effective argument and convince your reader you are right, you will need to provide examples or evidence that support your claim.

A **counter-argument** is a statement that opposes your claim. For example, your parents might argue that you are not responsible enough for a pet dog. Addressing a counter-argument in your writing will make your claim stronger!

Here are some sentence frames to help you get started with your own argument writing!

Claim What do you believe?	• I strongly believe... • (topic) is important for many reasons... • Everyone should... • In my opinion...
Evidence Give examples that support your claim.	• For example... • Another reason why... • You would agree if you knew... • Not many people know that...
Counter-Argument What might someone say if they disagreed with you?	• Some people say... • It may be true that... • It's easy to think... • You might argue that...
Rebuttal What would you say to the person who disagreed with you to change their mind?	• ...but I argue that... • However, the truth is... • ...but when you look at the facts... • But, the evidence shows...
Conclusion Restate your claim in a powerful way!	• In conclusion... • Now you can see why... • It is clear that... • Therefore...

Drafting The Essay

- ▶ Use planning notes for first draft.
- ▶ Focus on getting ideas on paper or screen.
- ▶ Don't worry too much about spelling and grammar.
- ▶ Try typing essay instead of writing it on paper first.

1:1 Conference with each student

- ▶ Read your students writing, make written suggestions, and give them time to revise their writing before conferencing with them individually.
- ▶ Set a conference goal like the organization of the writing, sentences, or a section like the conclusion.
- ▶ Encourage your students to talk about what they think works well and needs work.
- ▶ Keep it short and only suggest a few things.

Writing Mechanics and Word Usage

Mechanics include capitalization, spelling, punctuation, and abbreviations.

Word Usage:
Example: Homonyms
(To/two/too or there/their/they're)
Their were birds over they're in the tree by there house.

Transition words: Does the writer use transition words so that the essay flows logically?
Example: For one thing, the stop sign helps drivers be safe.

Vocabulary: Richness of language (not just the same, simple words repeated)

Sentences and Grammar

Student errors often include:

Sentences without at least 1 verb and a subject.

Incorrect verb conjugation

Run-on sentences

Simple sentences that can be combined

Class Activity - Sentence Combining

What: Combining simple sentences into longer, more complex sentences.



How: Take a text used in class and at the class or small group level see if there are sentences which can be combined, more clearly written, or repetitive words. Focus on one issue at a time.



Why do it? Research suggests that it is more engaging than typical grammar instruction and supports writing development.



What do your students learn?

- Different kinds of sentence structures
- How to write at a higher level

Sentence Combining Activity

How to do it: As a whole class or small groups.

Explicitly explain the activity and then model it for your students.

The goal is fluency and flexibility in writing.

Think about the quality of the wording and combination.

Write the sentences on the board or project them.

Point out important parts of each sentence and any repetition of words or ideas.

Write the combined sentence and read it aloud to your students.

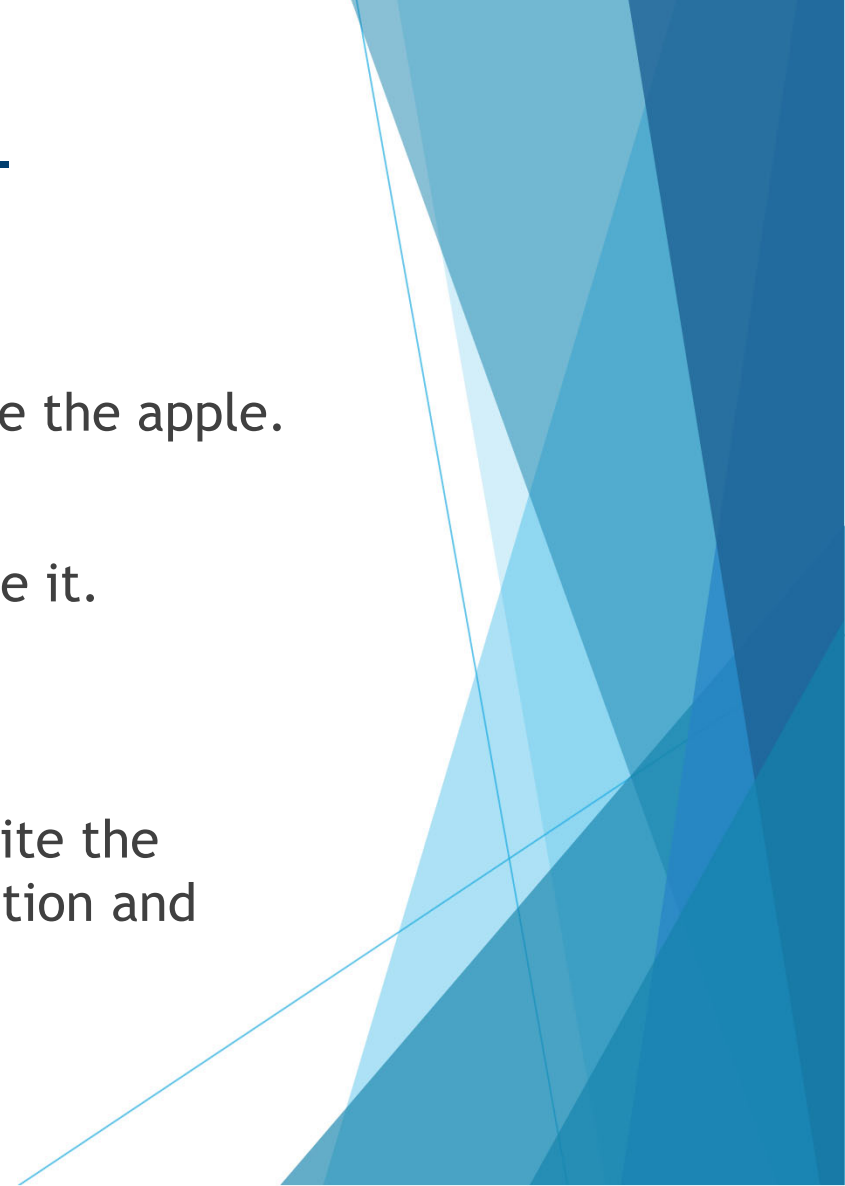


Sentence Combining - Example

He chose an apple to eat. He ate the apple.

He chose an apple and ate it.

*Have your students rewrite the sentences with capitalization and punctuation.



Sentence Combining - Practice

After you have modeled, have students work in pairs or trios on another set of sentences to combine other sentences.

Guide your students as needed.

Have the teams share their combined sentence and encourage them to talk about their process.

Repeat as needed.

When your students are ready, have them practice on more sentences independently.

Make sure that students are rewriting the new sentence.

Practice: Have students practice writing in every class.

Interest: Provide choices and let students choose topics.

Concept: Teach them that writing is multi-step process.

The writer is choosing the strongest argument not necessarily what they believe

The tone needs to be formal, academic writing.

Time management (practice writing within time limit)

Remind your students that Good Writing involves many steps:

1. **Plan** by brainstorming your ideas and put them in a graphic organizer.
2. Use your planning materials to **draft** your essay on paper or a computer.
3. **Revise** by re-reading it for clarity and organization and making changes.
4. **Edit** by looking for spelling, grammar, capitalization, and punctuation errors.

Adults
Learners
often need
reassurance:

Even for professional writers, writing is a process that includes drafting, revising, and editing.

All writers sometimes get anxious or have writer's block.

The aim of revising and editing is to make the written message clearer to the reader.

GED Exam

Essay/Extended Response

- ▶ Writer reads 2 passages on the same topic in which the authors have different positions.
- ▶ Writer writes an argumentative essay in which he/she compares the two positions from the passages.
- ▶ Clearly explain the reasons and examples used in the 2 passages.
- ▶ Identify and explain why one argument is better supported by the reasons and examples provided.
- ▶ Sources: the 2 passages, your own experiences and knowledge.

Source: https://ged.com/wp-content/uploads/extended_response_classroom_practice.pdf

HiSet Exam Essay

- ▶ Writer reads 2 passages on the same topic in which the authors have different positions.
- ▶ Writer writes an argumentative essay arguing his/her own position on the same topic.
- ▶ Writer needs to provide clear reasons and examples to support his/her position.
- ▶ Include an opposing position and rebut it.
- ▶ Sources: the 2 passages, your own experiences and knowledge.

Source: <https://www.tcsg.edu/wp-content/uploads/2020/09/Writing-HiSET-GA-Sept-2020.pdf>

Scoring

Organization: Is the writing organized as an argumentative essay?

GED Argument: Did the writer clearly state a main idea which accurately reflects the prompt?

HiSet Argument: Does the writer develop a persuasive argument with reasons and examples/explanations taken from the 2 texts and his/her personal experiences?

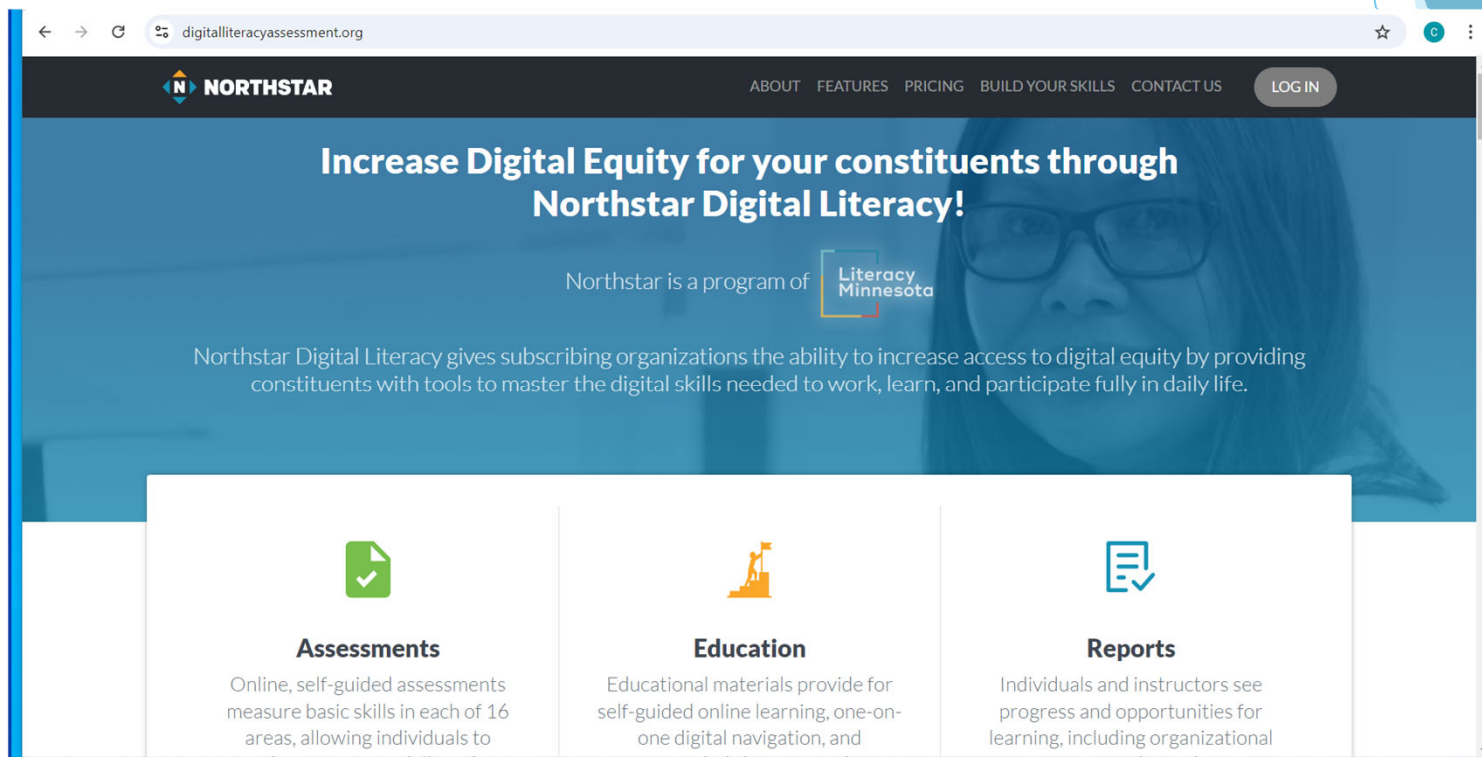
Details from passages: Does the writer accurately include relevant details and examples from the passages?

Tone: Does the word choice convey an academic, formal tone? No Slang!

Grammar, Word usage, and Mechanics: Punctuation, vocabulary, transition words, spelling, and capitalization.

Sentences: subject and verb agreement, sentence variety, and no run-on sentences.

Measuring Digital Literacy



The screenshot shows the Northstar Digital Literacy website. The browser address bar displays "digitalliteracyassessment.org". The website has a dark blue header with the "NORTHSTAR" logo on the left and navigation links "ABOUT", "FEATURES", "PRICING", "BUILD YOUR SKILLS", and "CONTACT US" on the right, along with a "LOG IN" button. The main content area has a blue background with a woman's face. The headline reads "Increase Digital Equity for your constituents through Northstar Digital Literacy!". Below this, it states "Northstar is a program of Literacy Minnesota" with the Literacy Minnesota logo. A paragraph explains: "Northstar Digital Literacy gives subscribing organizations the ability to increase access to digital equity by providing constituents with tools to master the digital skills needed to work, learn, and participate fully in daily life." At the bottom, there are three white boxes with icons and text: "Assessments" (green checkmark icon) describing online self-guided assessments; "Education" (orange graduation cap icon) describing educational materials; and "Reports" (blue document icon) describing progress tracking for individuals and instructors.

← → ↻ 📄 digitalliteracyassessment.org ☆ ⓘ ⋮

NORTHSTAR ABOUT FEATURES PRICING BUILD YOUR SKILLS CONTACT US LOG IN

Increase Digital Equity for your constituents through Northstar Digital Literacy!

Northstar is a program of  Literacy Minnesota

Northstar Digital Literacy gives subscribing organizations the ability to increase access to digital equity by providing constituents with tools to master the digital skills needed to work, learn, and participate fully in daily life.



Assessments

Online, self-guided assessments measure basic skills in each of 16 areas, allowing individuals to



Education

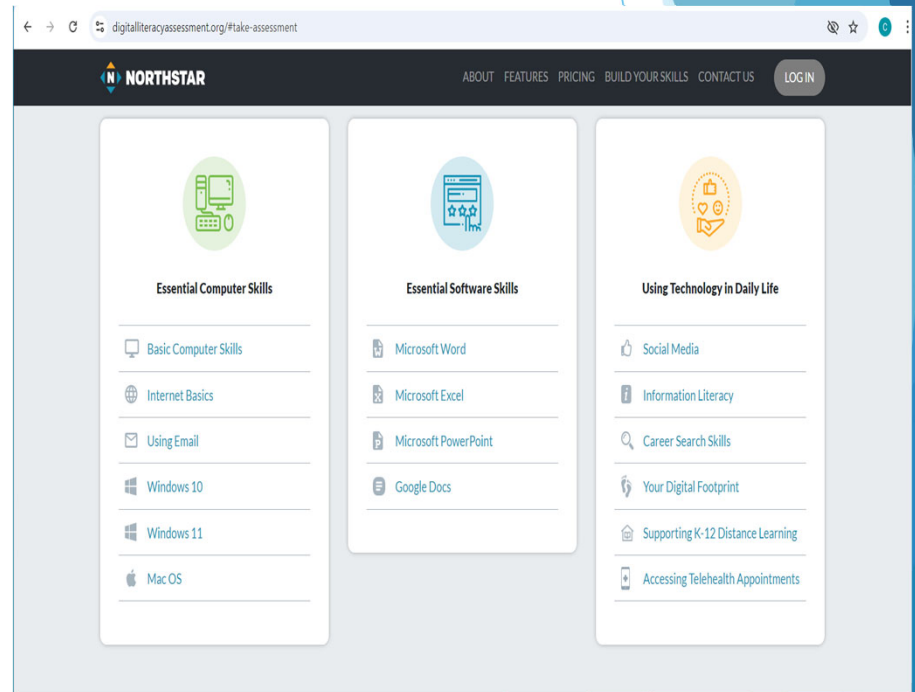
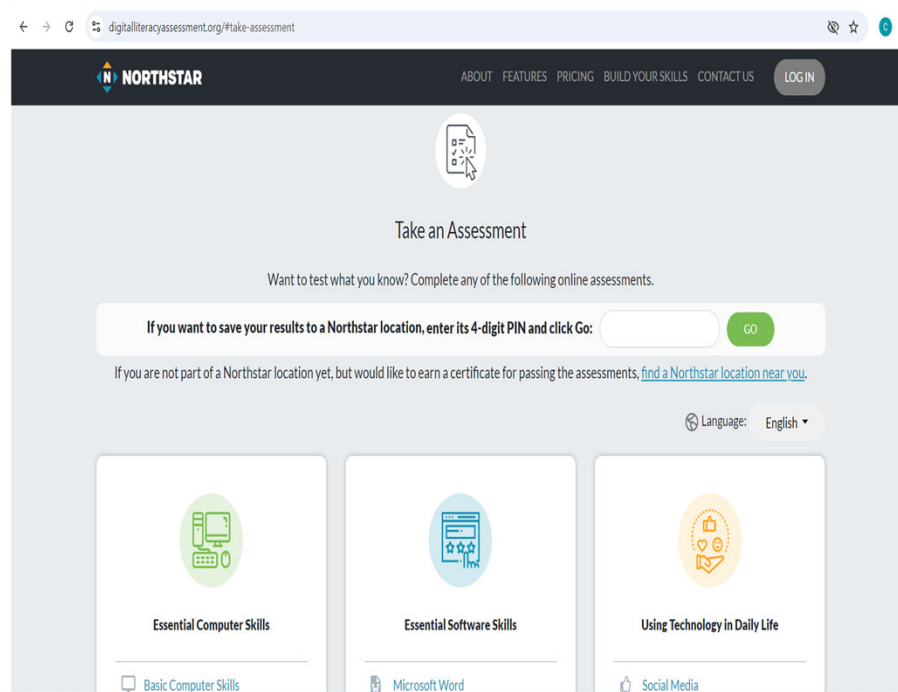
Educational materials provide for self-guided online learning, one-on-one digital navigation, and



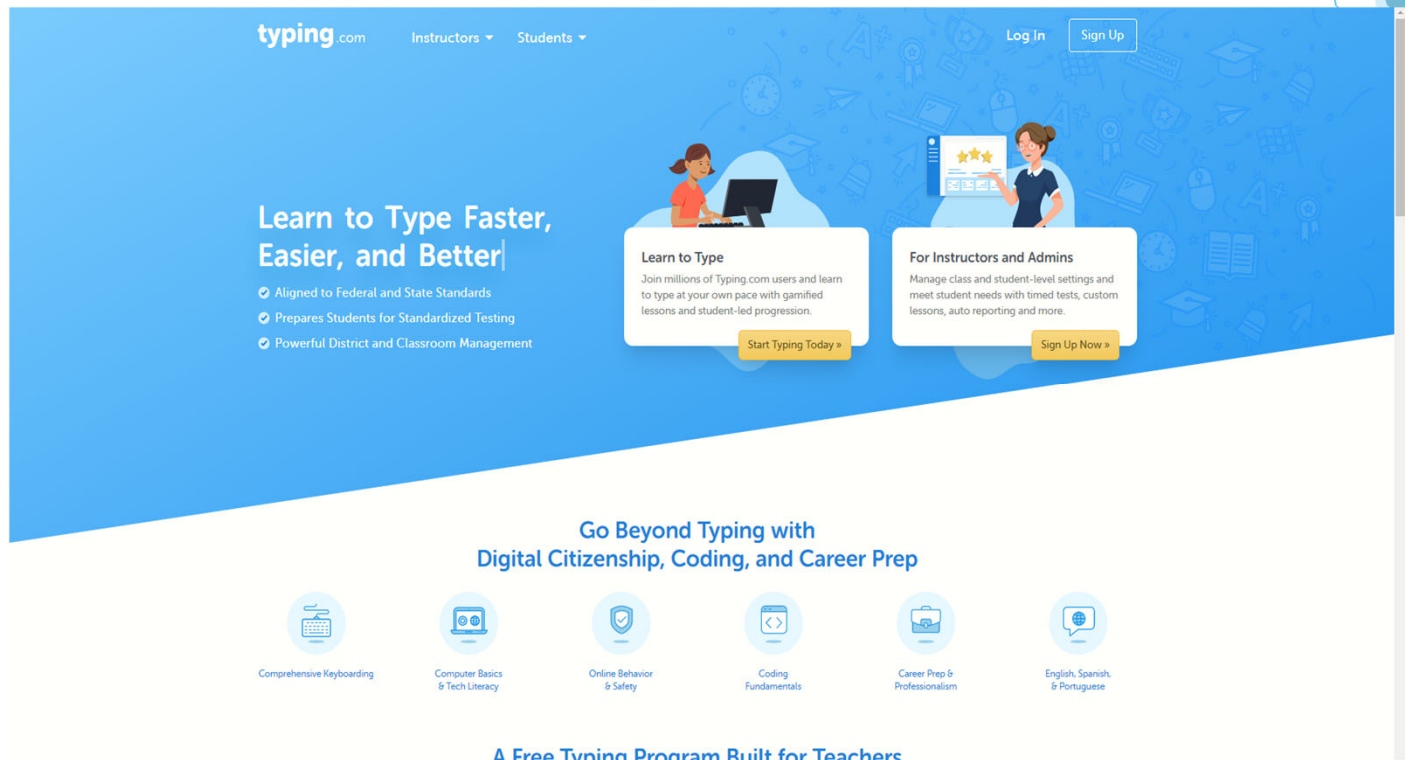
Reports

Individuals and instructors see progress and opportunities for learning, including organizational

Northstar Free Assessments



Typing.com Homepage



The screenshot shows the Typing.com homepage with a blue header and a white main content area. The header includes the 'typing.com' logo, navigation links for 'Instructors' and 'Students', and 'Log In' and 'Sign Up' buttons. The main content area features a large blue banner with the headline 'Learn to Type Faster, Easier, and Better' and three bullet points. Below the banner are two white boxes for 'Learn to Type' and 'For Instructors and Admins'. At the bottom, there is a section titled 'Go Beyond Typing with Digital Citizenship, Coding, and Career Prep' with six icons representing different courses. The footer states 'A Free Typing Program Built for Teachers'.

typing.com Instructors ▾ Students ▾ Log In Sign Up

Learn to Type Faster, Easier, and Better

- ✓ Aligned to Federal and State Standards
- ✓ Prepares Students for Standardized Testing
- ✓ Powerful District and Classroom Management

Learn to Type

Join millions of Typing.com users and learn to type at your own pace with gamified lessons and student-led progression.

[Start Typing Today »](#)

For Instructors and Admins

Manage class and student-level settings and meet student needs with timed tests, custom lessons, auto reporting and more.

[Sign Up Now »](#)

Go Beyond Typing with Digital Citizenship, Coding, and Career Prep



Comprehensive Keyboarding



Computer Basics & Tech Literacy



Online Behavior & Safety



Coding Fundamentals



Career Prep & Professionalism



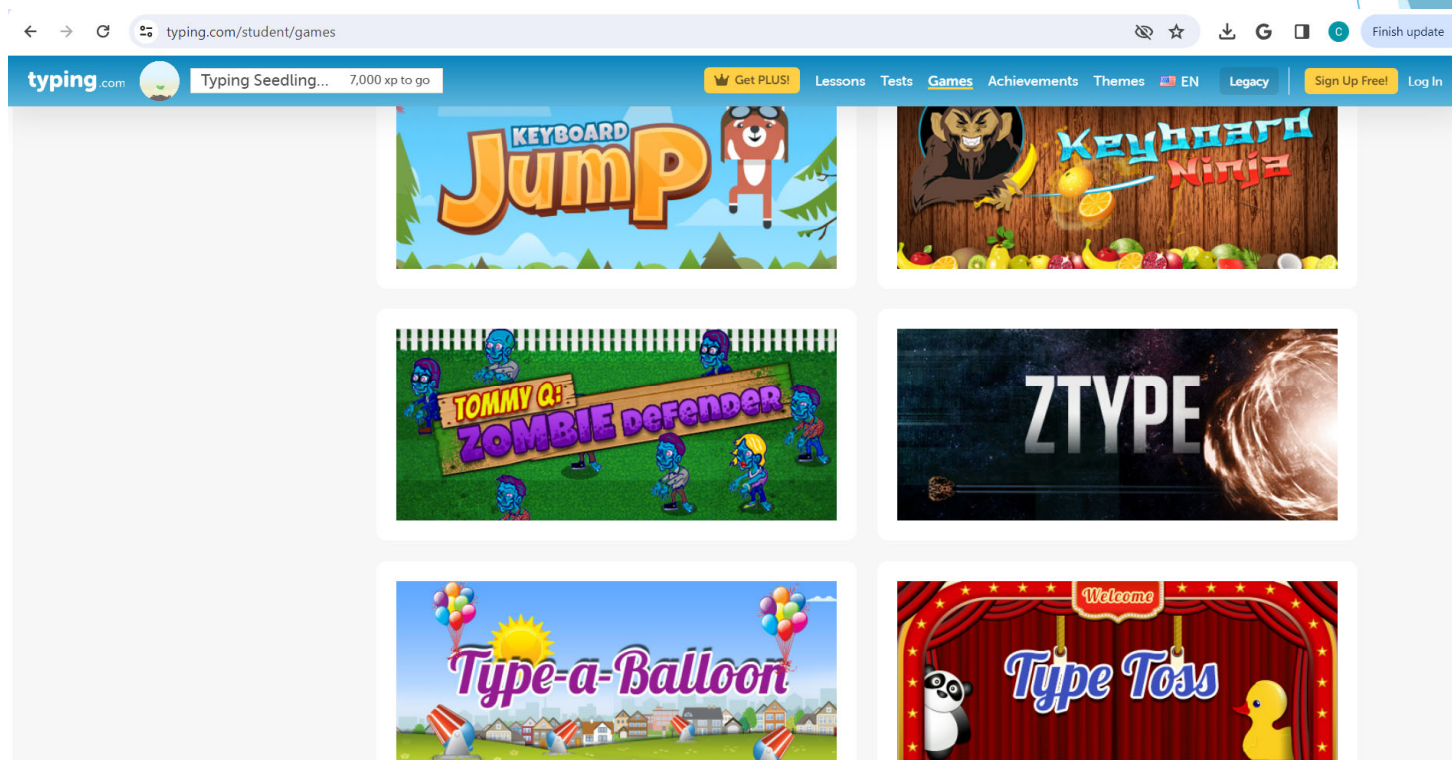
English, Spanish, & Portuguese

A Free Typing Program Built for Teachers

Typing.com Intermediate Lessons

The screenshot displays the Typing.com website interface. At the top, the navigation bar includes links for Lessons, Tests, Games, Achievements, Themes, and a language selector set to EN. A 'Sign Up Free!' button and a 'Log In' link are also present. A 'Remove Ads' button with a 'Get PLUS!' option is visible in the top right corner. The main header area features a user profile icon, a progress indicator for 'Typing Seedling (1/5)' with '7,000 xp to go', and performance metrics for Avg. Speed, Avg. Acc., and Typing Time, all showing '--'. A 'DAILY GOAL' timer is set at 00:00 / 15:00. Below the header, an orange banner prompts users to 'Create a free account to save your progress!' with 'Log In' and 'Create Free Account' buttons. The 'Typing Lessons' section on the left lists Beginner, Intermediate (selected), Advanced, Digital Literacy, Tech Readiness, and Game Mode. The 'Intermediate Lessons' section on the right shows a '0% Complete' progress bar and a 'Print Unit Certificate' button. Three lesson cards are listed: 1. Common English Words (with a 'Start' button), 2. Easy Home Row Words (with a 'Start' button), and 3. Easy Top Row Words (with a 'Start' button). A sidebar on the left features an advertisement for 'Sol de Janeiro' perfume.

Typing.com Games



Quill: <https://www.quill.org/>

Quill 

**Free tools to make
your students
better writers.**



Quill student writing lesson items

The screenshot shows a web browser window with the Quill logo and a 'Save and exit' button. A progress bar indicates '21 of 21 questions'. The task presents three sentences: 'Pho is a soup made with herbs.', 'Pho is a soup made with bone broth.', and 'Pho is a soup made with noodles.' Below these is an instruction: 'Combine the sentences into one sentence.' A text input box contains the student's response: 'Pho is a noodle soup made with herbs and bone broth.' A green 'Submit' button is at the bottom right. The browser's address bar shows a long URL, and the Windows taskbar is visible at the bottom with the system clock at 3:53 PM on 7/14/2014.

Quill Save and exit

21 of 21 questions

Pho is a soup made with herbs.
Pho is a soup made with bone broth.
Pho is a soup made with noodles.

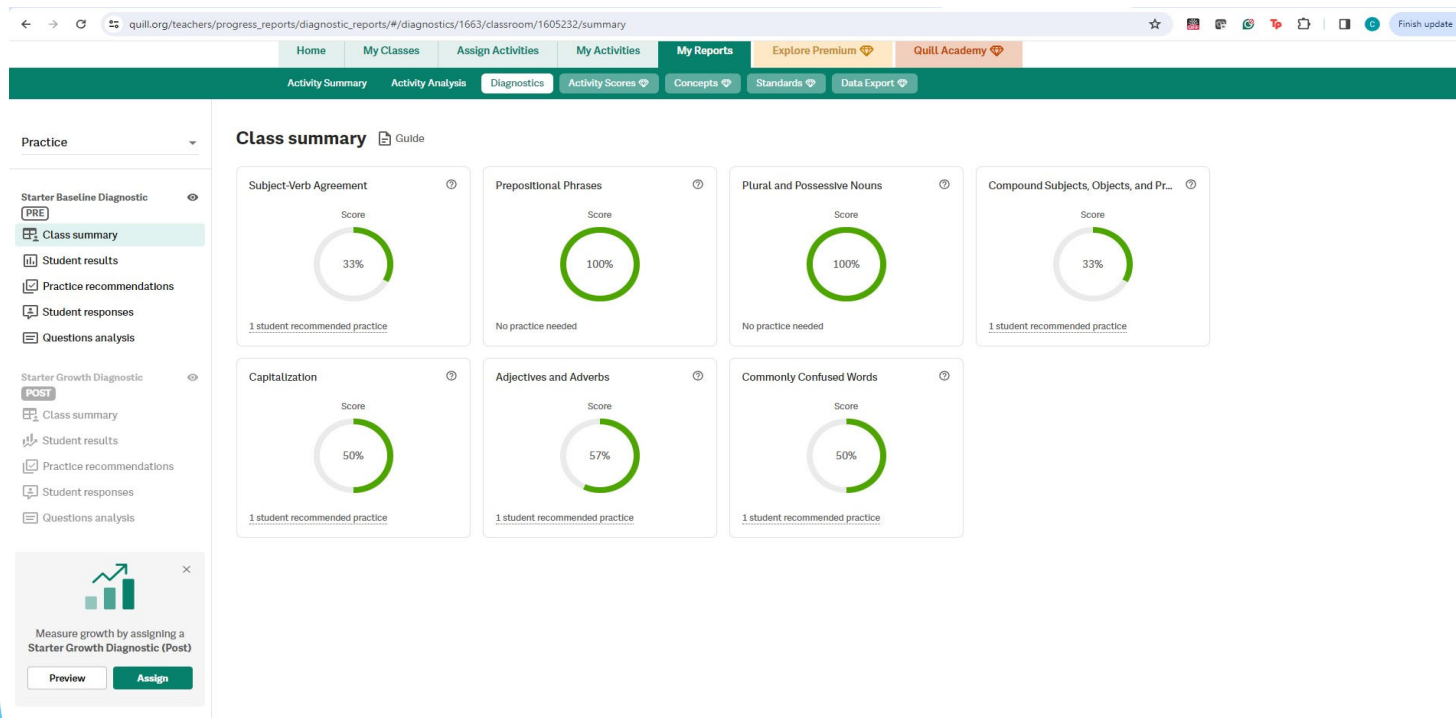
Combine the sentences into one sentence.

Pho is a noodle soup made with herbs and bone broth.

Submit

3:53 PM 7/14/2014

Class level reports



Student level reports

The screenshot shows the Quill.org 'Student results' diagnostic report interface. The top navigation bar includes links for Home, My Classes, Assign Activities, My Activities, My Reports, Explore Premium, and Quill Academy. Below this is a sub-navigation bar with Activity Summary, Activity Analysis, Diagnostics (selected), Activity Scores, Concepts, Standards, and Data Export.

The main content area is titled 'Student results' and includes a 'Guide' link. It features three status indicators: 'No Proficiency' (orange), 'Partial Proficiency' (yellow), and 'Full Proficiency' (green). Below these are three explanatory text blocks: 'The student did not answer any questions for this skill correctly.', 'The student answered some questions for this skill correctly.', and 'The student answered all questions for this skill correctly.'

The central table displays student performance across various grammar topics. The columns are: Name, Subject-Verb Agreement, Prepositional Phrases, Plural and Possessive Nouns, Compound Subjects, Objects, and Predicates, Capitalization, Adjectives and Adverbs, and Commonly Confused Words. The rows are for 'Practice Student 1' and 'Practice Student - 2'.

Name	Subject-Verb Agreement 0 of 1 Student Proficient	Prepositional Phrases 1 of 1 Student Proficient	Plural and Possessive Nouns 1 of 1 Student Proficient	Compound Subjects, Objects, and Predicates 0 of 1 Student Proficient	Capitalization 0 of 1 Student Proficient	Adjectives and Adverbs 0 of 1 Student Proficient	Commonly Confused Words 0 of 1 Student Proficient
Practice Student 1 2 of 7 Skills 12 of 21 Questions Correct	Partial Proficiency 1 of 3 Questions Correct	Full Proficiency 2 of 2 Questions Correct	Full Proficiency 2 of 2 Questions Correct	Partial Proficiency 1 of 3 Questions Correct	Partial Proficiency 1 of 2 Questions Correct	Partial Proficiency 4 of 7 Questions Correct	Partial Proficiency 1 of 2 Questions Correct
Practice Student - 2 Diagnostic not completed							

On the left sidebar, there are sections for 'Practice' (Starter Baseline Diagnostic, PRE, Class summary, Student results, Practice recommendations, Student responses, Questions analysis) and 'Starter Growth Diagnostic' (POST, Class summary, Student results, Practice recommendations, Student responses, Questions analysis). At the bottom left, there is a 'Measure growth by assigning a Starter Growth Diagnostic (Post)' section with 'Preview' and 'Assign' buttons.

The bottom of the screenshot shows the Windows taskbar with the search bar, taskbar icons, and system tray showing 46°F Sunny, 9:26 AM, and 7/10/2021.

Based on pretests, the program recommends skill lessons:

The screenshot shows the Quill.org teacher dashboard for a specific class. The left sidebar contains navigation options: Practice, Starter Baseline Diagnostic (PRE), Starter Growth Diagnostic (POST), and a section for measuring growth by assigning a Starter Growth Diagnostic (Post). The main content area is titled 'Practice recommendations' and includes a 'Guide' link. It explains that a personalized learning plan has been created based on diagnostic results. Below this, there are two sections: 'Independent practice' and 'Whole class instruction', both marked as 'Recommended practice - not yet proficient'. Each section contains a table of skills and student proficiency. The 'Independent practice' table has columns for Capitalization, Plural and Possessive Nouns, Adjectives and Adverbs, Prepositional Phrases, Compound Subjects, Objects, and Predicates, Commonly Confused Words, and Subject-Verb Agreement. The 'Whole class instruction' table has a similar structure. At the bottom, there is a status bar indicating '1 student needs instruction' and '2 lessons'.

Practice recommendations [Guide](#)

Based on the results of the diagnostic, we created a personalized learning plan for each student. Customize your learning plan by selecting the activity packs you would like to assign.

Independent practice [Recommended practice - not yet proficient](#)

Each cell highlighted in green is an area for growth for the student - the student did not demonstrate full proficiency in this skill on the diagnostic, and Quill recommends that the student practices this skill. You can see their exact proficiency for each skill on the student results page.

Select all Select all recommended Deselect all [Assign activity packs](#) [Assign test](#)

Name	Capitalization ? 7 activities	Plural and Possessive Nouns ? 5 activities	Adjectives and Adverbs ? 12 activities	Prepositional Phrases ? 4 activities	Compound Subjects, Objects, and Predicates ? 6 activities	Commonly Confused Words ? 4 activities	Subject-Verb Agreement ? 3 activities	Diagnostic (Post) Test ? 1 activity
Practice Student - 1	? ☒	☐	? ☒	☐	? ☒	? ☒	? ☒	☐
Practice Student - 2	Diagnostic not completed							

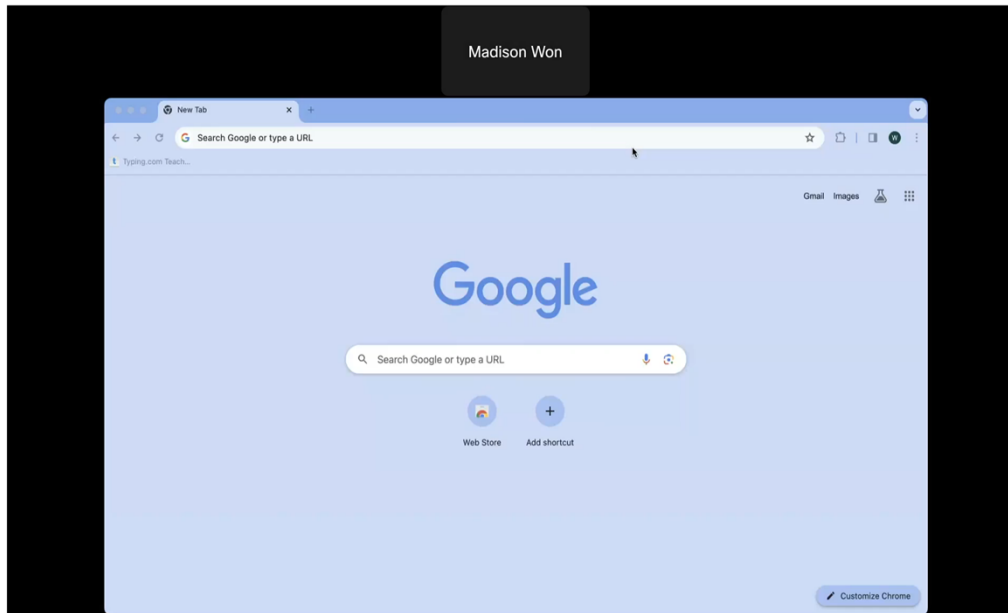
Whole class instruction [Recommended practice - not yet proficient](#)

Each cell highlighted in green is an area for growth for the student - the student did not demonstrate full proficiency in this skill on the diagnostic, and Quill recommends that the student practices this skill. You can see their exact proficiency for each skill on the student results page.

Select all Select all recommended Deselect all Release Method: **Unlocked by Teacher** [Assign activity packs](#)

[https://www.quill.org/teachers/progress_reports/diagnostic_reports/#/diagnostics/1663/classroom/1605232/recommendations](#) 1 student needs instruction 2 lessons

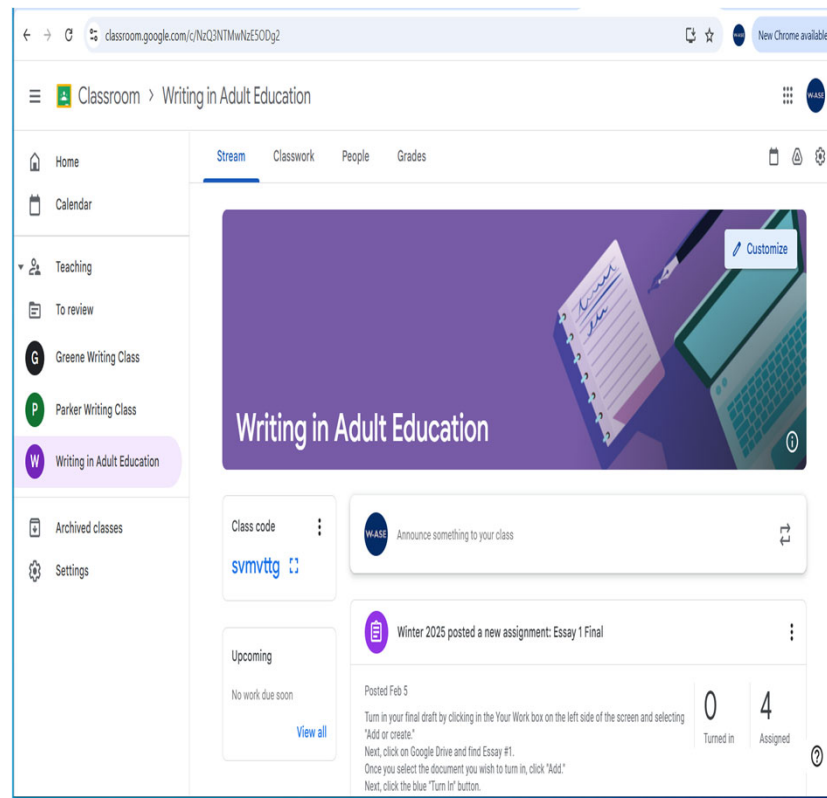
Madison Won



Google Docs How to Video

Google Classroom

- ▶ Free versions available for administrators and teachers
- ▶ Can build out classrooms
- ▶ Students can use their own Gmail accounts to join the class
- ▶ Helps students learn how to use the different Google apps like docs, email, presentation slides, and spreadsheets.
- ▶ Can sync with Typing.com and Quill.com



Teaching Excellence in Adult Literacy (TEAL)

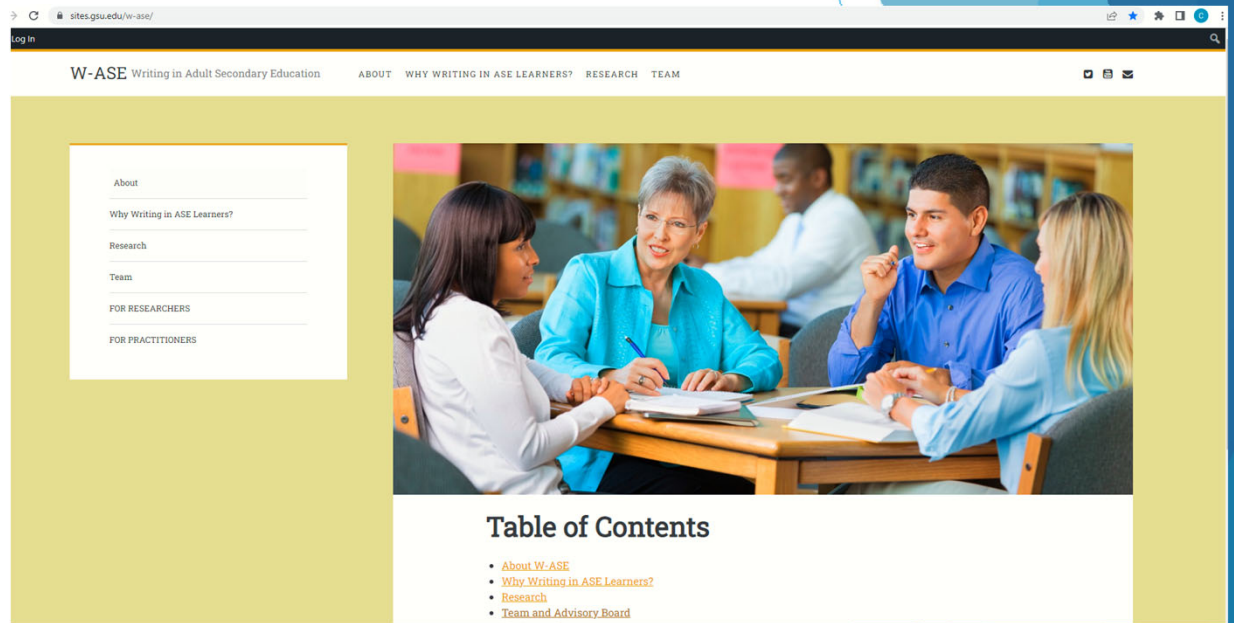
Adult Educator Resources focusing on writing skills.

- ▶ TEAL JUST WRITE GUIDE
(https://lincs.ed.gov/sites/default/files/TEAL_JustWriteGuide.pdf)
- ▶ TEAL Research-Based Writing Instruction
(https://lincs.ed.gov/sites/default/files/1_TEAL_Research-based%20WI.pdf)

Find it at: lincs.ed.gov/state-resources/federal-initiatives/teal

W-ASE Website @
<https://sites.gsu.edu/w-ase/>

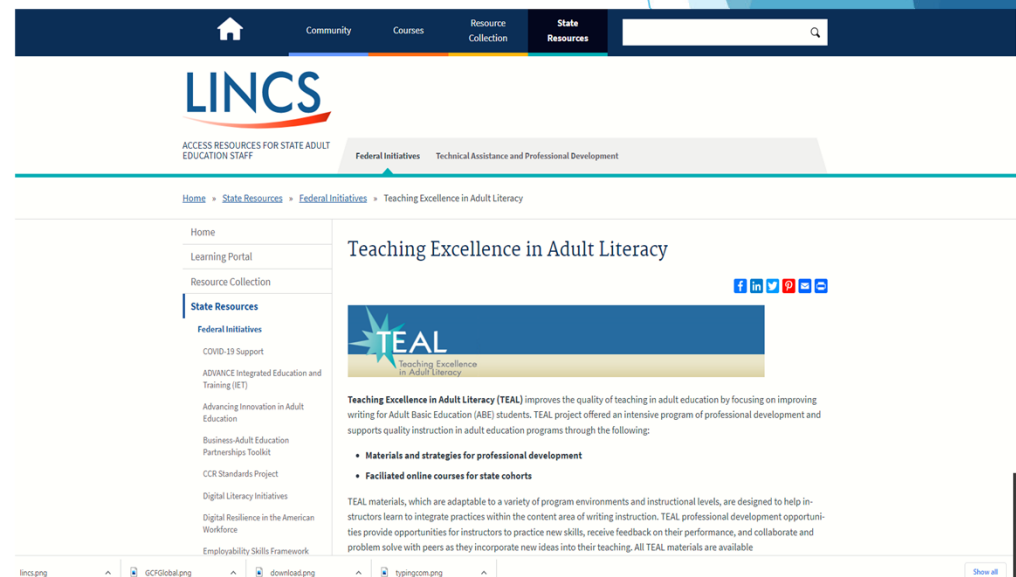
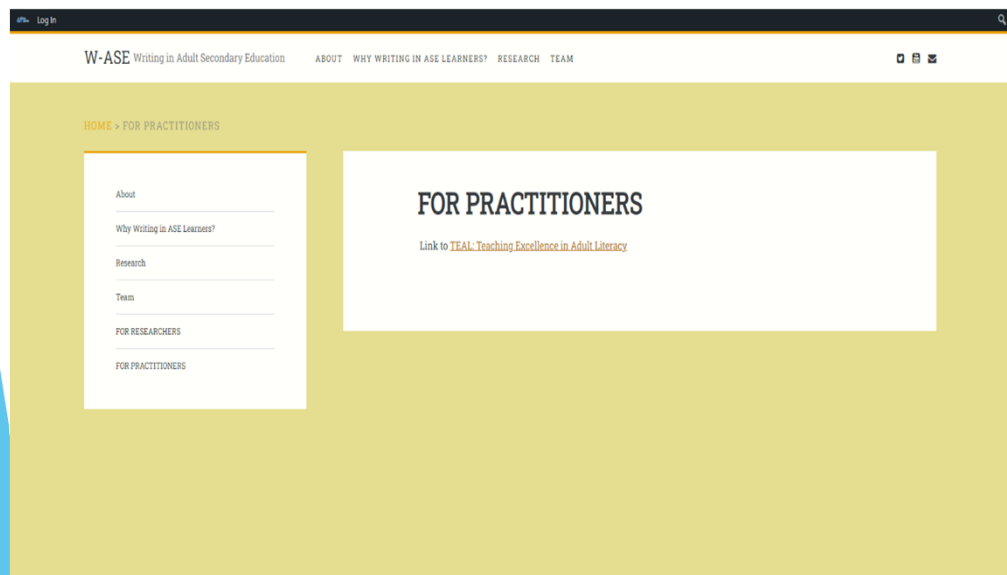
Our Project Website



Digital Writing
Assessment @
[https://sites.gsu.edu/
w-ase/for-researchers](https://sites.gsu.edu/w-ase/for-researchers)



W-ASE Website for Practitioners @ <https://sites.gsu.edu/w-ase/practioners>



Thank you for your time.

Questions?

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Thank you!

We want your feedback. Please be sure to complete the evaluation.

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