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How can I improve the management or flow of writer's workshop when using technology to differentiate instruction?

Standards:

W 3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W 3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

L3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

Learning Objectives:

I can revise my writing with the help of others
I can elaborate by adding examples to my writing
I can write clearly so my readers understand
I can use technology to collaborate/work with others.
I can _____(fill in language skill)

Background: My primary teaching role is to teach K-5 pull out language groups. This year I also teach a 3rd grade writer's workshop class. The class includes the 3rd grade ELL students as well as native English speakers. Students with strong oral language skills were selected to be in the class with ELL students so ELLs could learn from their peers. My BIG inquiry question for the year has been: What instructional strategies do I need to use in order to support my ELL students while at the same time moving native English speakers forward?

One strategy I knew needed to incorporate was collaborative learning and writing. I started the year focusing on how to use technology to engage students in collaboration. Since then, I have tried using technology to differentiate in other ways. I have found many ways to incorporate technology and now I'm faced with the challenge of how to manage the flow of writer's workshop as well as the assessment and feedback.

Lesson Plan:

1. Generate ideas for an expert book
2. Create Table of Contents
3. Review Text Structures using NearPod App
4. Consider different text structures as a way to generate new ideas; create new table of contents
5. Brainstorm details for each chapter
6. Introduce paragraph structure; look at models
7. Introduce idea of remote reader

8. Split class into groups and have them write collaborative paragraphs in google-docs. Share with other groups and allow students to leave comments about what parts they understand and what parts are still confusing.
9. Write paragraphs
10. Apps for managing different writing paces and different needs

Resources
Collaboration and Co-Teaching: Strategies for English Learner, Andrea Honigsfeld and Maria G Dove

Apps/Websites	Flipped Classroom
www.nearpod.com www.educreations.com www.padlet.com www.learnzillion.com www.quickvoice.com	http://www.edutopia.org/blog/flipped-classroom-in-class-version-jennifer-gonzalez http://www.knewton.com/flipped-classroom/