

Module: Writing (Advanced or Academic ESOL)

Lesson Title: Writing with Purpose

Objectives and Standards

Students will:

- Select an appropriate graphic organizer to use when writing.
- Learn how to use selected graphic organizers to assist them in writing for a specific audience and purpose.

Standards

This lesson supports the following standard(s):

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Materials

- Chart paper/board and markers
- Projector and screen (if available)
- Writing samples, such as email, Facebook®, tweets, thank you cards, cover letter for a job application, an essay, a newspaper article, a tabloid magazine, etc.

Resources for Teachers

Please see the following links for more information about writing with a purpose:

- Graphic Organizers for Writing: <http://www.creativewriting-prompts.com/graphic-organizers-for-writing.html>
- Purdue Writing Resources: <http://owl.english.purdue.edu/owl/>
- Writing with Purpose: Classroom Activity: <http://www.readwritethink.org/classroom-resources/calendar-activities/today-world-hello-20348.html>
- Sample Writing Rubrics. Read/Write/Think: http://www.readwritethink.org/files/resources/lesson_images/lesson261/sample.pdf

Instructional Plan

Note: Steps in this lesson plan follow the explicit instruction model. Please see <https://lincs.ed.gov/publications/pdf/applyingresearch.pdf> for additional information about explicit instruction.

Overview

It is important that students understand that there are many different types of writing in today’s world. The purpose for writing, as well as the audience, must be identified prior to determining the structure that will be used. This lesson focuses on students being able to identify different purposes and audiences for the writing process.

Process

Step 1: Activating Background Knowledge

Provide students with ample opportunities to reflect, early in the lesson, on what they already know. As an opening activity, there are many ways you can achieve this goal.

- Ask students the following question: What are the different "languages" you use? When and why? Have students consider both reading and writing, and don't forget about email! If students speak another language, include it (or possibly them if you know more than one). Have students form small groups and discuss; the full class can discuss; or students can write reflections on this prior to the instructional class beginning.
- To assist in activating background knowledge, make a chart on the board, such as the following:
 - Label one column for “writing task,” one for “audience,” and one for “purpose.”
 - As students to share the different “languages” they use, fill in the task portion of the column. Elicit responses from the class to complete the rest of the chart.
 - Ask students why they think you asked them to complete this task/chart.

Writing Task	Audience	Purpose

Step 2: Explanation

Provide explanations to students regarding the strategy they will be learning: why you are teaching them this skill, how it will help them be successful language learners and college and career ready (i.e. where will they encounter a need for this skill *outside* of the classroom).

- Based on the responses above, explain to students that there are many different types of writing (refer to the chart they completed during your explanation) and for each type of writing there are different purposes and they are intended to reach a different audience. Because there are different purposes and audiences, we have to modify our writing to fit the specific purposes and audiences.
- At this point, if needed, suggest additional writing tasks to add to the column and the appropriate purpose and audience.

Step 3: Modeling

Model what you want students to be able to do. For this strategy, it is best if you have access to a projector screen so the text and the marks you will demonstrate can be viewed by the class. If you do not have access to a projector, prewriting the text on newsprint will work.

- Put 5-8 examples of writing on the projector (or board, or in handouts).
- Use examples such as email, Facebook®, tweets, thank you cards, cover letter for a job application, an essay, a newspaper article, a tabloid magazine, etc.
- Discuss/model for students how each of the writings have a different purpose and audience, and work together to label these with your examples to match your chart.
- Be sure to have students explain why they believe the purpose and audience is what they stated.

Step 4: Practice Opportunities.

Students should be provided with ample practice opportunities so they can master the skills. Examples are as follows:

- On slips of paper, write each of the purposes listed in the chart. On separate pieces of paper, write each of the types of audiences on the chart. Have students work in small groups (no more than 3 or 4) and have each group blindly select both a purpose and an audience.
- Write a topic on the board.
- Have each group draft a short piece of writing based on their audience and purpose. Provide each group with a different topic. The purpose of this exercise is NOT perfect grammar or structure (yet) but more about getting used to targeting a specific audience and addressing a specific purpose and how each change regardless of the topic.
- Have each group present their process and product. (If it's academic, the outcome does not have to be an essay, but could be an outline of what the students would write.)
- When the groups make their presentations, do not have them state their purpose or audience.
- Have the class guess the purpose and audience for the writing, as well as a rationale for their choice. You may wish to model the activity through a think aloud to assist students in the process.

Step 5: Student Independent Application, Reflection, and Self-Assessment

- To improve reading and writing skills, students should read frequently. Have students reflect on outside of class readings and demonstrate that they understand the author's purpose and intended audience. As opposed to this being an assignment, designate a few moments at the beginning or end of class for students to share what they are reading, what the author's purpose is, and how they know this.
- Assign students to produce a piece of writing based on their real-world needs (i.e. a cover letter, a request to the landlord, an application essay). During class time, have students peer edit to assist each other in the writing process. Have students pay special attention to purpose and audience in a meaningful context.
- Create a rubric with your class based on audience, purpose, and any other writing skills you have previously worked on (word choice, grammar, organization, etc.).