

Lesson Plan: Write Effectively for Your Audience

Overview

In Write Effectively for Your Audience, students will write appropriate communications for different audiences by customizing language and style.

Objectives

By the end of this lesson, students should be able to:

- Achieve the following objective(s):
 - Write a message to a friend, coach, teacher, and manager using different language and style.
 - Write a message to different types of people using different formats, like a text or an email.
- Answer the following essential question(s):
 - How do I adjust my writing, language, and style depending on the audience and format?
 - How do I write a formal email or letter?
- Internalize the following enduring understanding(s):
 - Knowing how to customize your writing for your audience can help you be a successful communicator.

Digital Skills

As they complete this lesson, students will learn and practice the following digital skills:

- Make a copy of a starter document using Google Docs
- Type in a document

Terms and Concepts

As they complete this lesson, students will learn and use the following terms and concepts:

- Greeting
- Closing
- Body

Total Duration	Materials
45 minutes (can be extended to 90 minutes with extension videos)	- Computer with internet access (per student) - Headphones (per student) Applied Digital Skills website

Lesson Outline: Main Videos Plus Extensions

Video	Duration	Description
1 Introduction to Write Effectively for Your Audience	5 min	Students are introduced to the lesson, create a new document, and give it a title.
2 Write Texts to a Friend and to an Adult	15 min	Students write two text messages to share the same news, customizing their message for a friend and an adult.
3 Write an Email to Your Teacher	15 min	Students learn the parts of an email, including the greeting, body, closing, and subject line, then write an email to a teacher.
4 Write Effectively for Your Audience Wrap-Up	5 min	Students review how they adjusted their writing for different audiences while sharing the same information in two texts and an email.
* Extension: Write a Letter to the Editor	10 min	Students learn about a letter to the editor and write their own.
* Extension: Copy and Paste into Gmail	10 min	Students copy and paste the email they wrote in the main lesson into a new message in Gmail.
* Extension: Exchange Feedback with a Partner	15 min	Students share their documents with a partner and give feedback.

Prep

Before introducing this lesson to students:

- Create a teacher account at g.co/applieddigitalskills, and add a class.
- Distribute the class code to your students.

 Procedure

1. Introduce the lesson: Prompt students to think about how they would write a note to a teacher, a coach, a parent, and their friends. (see [Appendix](#) for suggested prompts).
2. Check in with students during class: Meet one-on-one or in small groups as students watch videos (see [Appendix](#) for suggested prompts).
3. Wrap up the lesson: Give a short closing and facilitate brief discussion about what students learned and experienced (see [Appendix](#) for suggested prompts).

 Check Outcomes

Walk around class and monitor progress to ensure students:

- Sign into a Google Account.
- Open/Make a copy of the starter project.
- Write a text message to a friend.
- Write a text message to an adult.
- Write an email to a teacher.

 Assessments

- Use the reflection ([answer key](#)) at the end of this lesson to assess what students have learned about writing to an audience.

 Resources

- [Starter Project](#)
- [Example Project](#)
- [Project Evaluation Rubric](#)
- [Appendix](#)

Tip: This lesson is designed to be completed in a single class period. It has multiple videos for students to watch, which vary in duration and guide students through building a main project around a central theme. Also included are three optional extension videos, which should each take students 5-10 minutes to complete. They can be added to the main lesson to extend instructional time and allow students to add on to their projects and reinforce skills.

Tip: Assign groups. Some videos require students to work in pairs or groups. Save time by assigning students before the lesson begins.

Tip: Reserve 5 minutes at the beginning and end of each lesson. Start each class with a 5-minute introduction and end each class with a 5-minute closing.

Tip: Use the rubric to evaluate student work. Rubrics are linked in each lesson plan to evaluate student work. Share a copy of the rubric with students before they turn in their projects.

Example Student Outcome: Writing appropriately customized in a text to a friend, a text to a coach and an email to a teacher.

Scenario:

You won the Acton Student Community Service Award and want to share the news with a friend, a coach, and a teacher.

Text to a friend:

Dude! I got that award I applied for!!!!!! :)

Text to a coach:

Coach Carson I got that award that I told you about! I'm so happy!!! I'll tell you more about it at practice tomorrow, but I couldn't wait to let you know!

Email to your teacher:

Greeting: Dear Ms. Miller,

- Body: I just wanted to let you know that I received the Acton Student Community Service Award that you wrote me a recommendation for last month. Thank you so much for all your help. I really appreciate it. I'll stop by your class this week with the medal and the letter so I can show it to you.
- Closing: Thanks! Martina
- Subject line: Thanks for your help!

Example Student Outcome: Extension 1: A letter to the editor

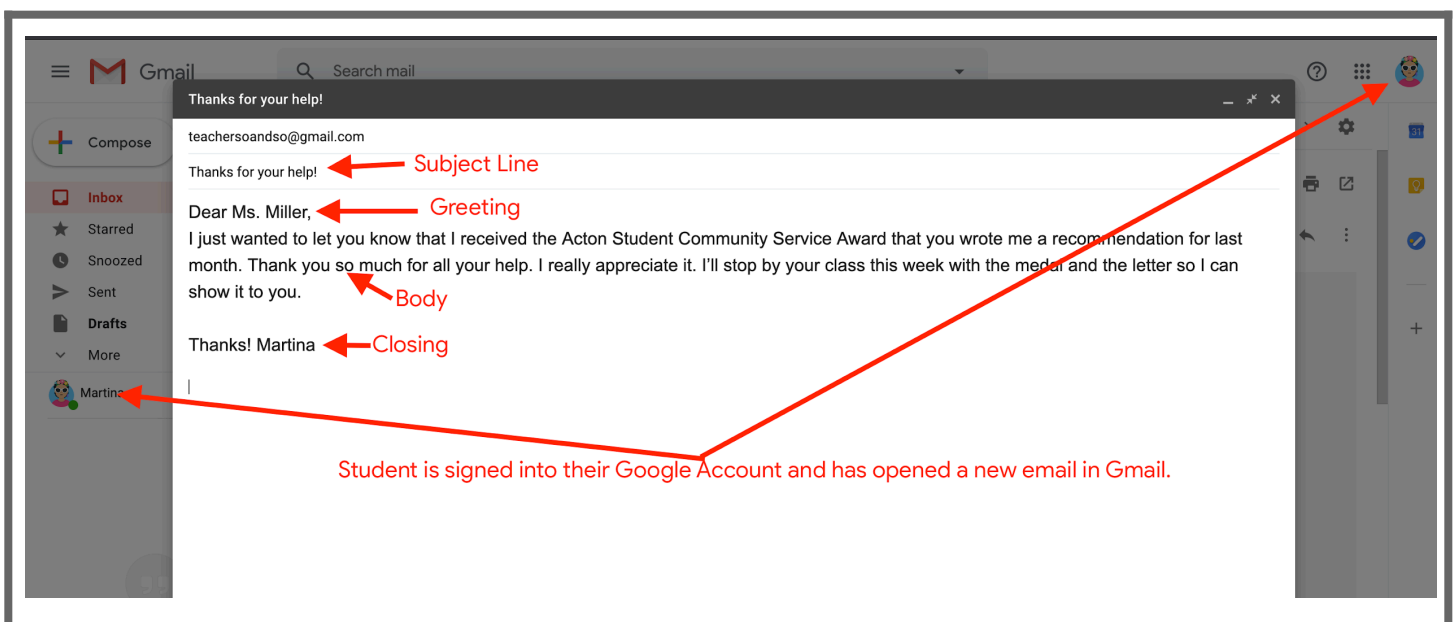
Dear Central High Courier Editor -

I just finished reading your wonderful article introducing the janitorial and maintenance staff at our school. I'm so thankful for these people that keep our school a healthy and environmentally friendly place. I want to let all of the students at our school know about a club they can join to help keep our school green. The Eco Club meets at lunchtime on Thursdays to discuss ways students can participate in environmental activities and projects. This club, sponsored by Chemistry teacher Mrs. Chen, promotes good environmental behavior and sustainability. All students are welcome, please join us in room 112.

Sincerely,
Martina Rojas

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Example Student Outcome: Extension 2: Message copied and pasted from a document into an email.



Example Student Outcome: Extension 3: Document has been shared with another student and the student has provided feedback.

The screenshot shows a Google Docs interface. The document title is "Adjust Your Writing - Martina Rojas". The last edit was made on April 11 by Nathaniel Mason. The document content includes a scenario about winning an award and sharing the news with a friend, a coach, and a teacher. The text is as follows:

Scenario:
You won the Acton Student Community Service Award and want to share the news with a friend, a coach, and a teacher.

Text to a friend:
Dude! I got that award I applied for!!!!!! :)

Text to a coach:
Coach Carson I got that award that I told you about! I'm so happy!!! I'll tell you more about it at practice tomorrow, but I couldn't wait to let you know!

Email to your teacher:
Greeting: Dear Ms. Miller,
• Body: I just wanted to let you know that I received the Acton Student Community Service Award that you wrote me a recommendation for last month. Thank you so much for all your help. I really appreciate it. I'll stop by your class this week with the medal and the letter so I can show it to you.
• Closing: Thanks! Martina
• Subject line: Thanks for your help!

On the right side, there is a comment thread with four comments from Nathaniel Mas...:

- 3:21 PM Apr 11: Hahahaha! That's a lot of exclamation points!
- 3:34 PM Apr 11: You don't need this many exclamation points in the message to Coach Carson.
- 3:21 PM Apr 11: I think Ms. Miller should be Mrs. Miller
- 3:33 PM Apr 11: You say "thanks" a lot in this message. Maybe you could use a different word or words here.

Red arrows indicate the following actions:

- One student signed into account has shared document with another student for feedback.
- Comments/Feedback from one student to another.

Appendix

Write Effectively for Your Audience

Introduce the lesson and prompt students to think about how they would write a note to a teacher, a coach, a parent, and their friends.

Say *To get started and join our class, go to g.co/applieddigitalskills and select “Sign In.” Click on your Google account (or create one), choose “I am a student,” and enter our class code. (Teacher note: Locate your class code on your dashboard.) After you join our class, proceed to Video 1 and begin watching.*

Ask

- *Do you share the same information with a teacher or adult that you share with a good friend?*
- *If you are sharing the same information, do you change how you say or write the information if you are writing to a good friend versus a teacher or person in authority?*
- *How do you change what you say and what you write?*

Describe the activities and outcomes for the lesson.

Say *In this lesson, you will write messages sharing the same information, but with different people and in different formats (email and text).*

Say *Go to g.co/applieddigitalskills and select “Sign In” to log into your profile. If you see “Wait,” click it and move onto the next unit. If you already see “Introduction to Write Effectively for Your Audience” then you are ready to begin watching the first video. Watch the first video, and complete the steps described.*

Teacher Note	If students need help accessing the lesson, have them navigate the curriculum menu by clicking on “Curriculum” at the top of the page, then scrolling down and selecting the correct lesson.
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Intro/Closing Questions

- *What are some reasons you would need to write a more formal email?*
- *Why is it better to sometimes write a more formal email?*

Engage

- *What things are important to include in a formal email?*

Wrap up the lesson.

Wrap-Up Summarize the lesson and celebrate that, as a result of the skills learned, they created an exciting project.

Say *In this lesson, you In this lesson, you wrote three different messages. In each message, you shared the same information. But depending on who you were communicating the information to, you adjusted your writing.*

Ask

- *When you are writing to a teacher, a manager, a school administrator or a college admissions counselor, would you write a formal communication?*
- *Are there other times in your life when it makes sense to write a more formal communication? Tell us about that.*

Reflection Answer Key

1. A
2. D
3. C
4. A
5. B
6. B
7. A
8. D
9. (Open-ended)
10. (Open-ended)
11. (Open-ended)
12. (Open-ended)

Evaluating Open-ended Responses

Question 9:

- Look for responses that include at least two of the following:
 - Using complete sentences
 - Using correct grammar
 - Using appropriate punctuation
 - Leaving out slang, emojis, and GIFs

Question 10:

- Look for responses that include at least two of the following:
 - Using abbreviations like LOL and IRL
 - Using slang
 - Using emojis
 - Using GIFs

Questions 11 and 12:

Responses to these two questions can be used to:

- Identify concepts and/or skills that students may need additional instruction on or practice with to fully understand.
- Identify where the digital skills and concepts could be embedded in future classroom activities and assignments.

Middle and High School

- Identify if students are making connections between the digital skills and concepts covered in this lesson and how they can use those digital skills and concepts in different settings or on different assignments.