

Identifying and Writing
For an Audience
Mini Lesson



Created by Gay Miller

Thank you for downloading the *Identifying and Writing for an Audience Mini Lesson*. I hope your class will enjoy these activities.



Gay Miller

If you found this lesson helpful, you may wish to download my free *Author's Purpose Lesson*.

<http://www.teacherspayteachers.com/Product/Authors-Purpose-Lesson>

Other products created by Gay Miller may be found at:

<http://www.teacherspayteachers.com/Store/Gay-Miller>



Common Core Standards for Audience

3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade
	<p>CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>CCSS.ELA-Literacy.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
				<p>CCSS.ELA-Literacy.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 here.)</p>
<p>CCSS.ELA-Literacy.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>CCSS.ELA-Literacy.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>CCSS.ELA-Literacy.W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>CCSS.ELA-Literacy.W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>CCSS.ELA-Literacy.W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

Discussion

- Could you go to the store and buy clothes for someone, if you didn't know the size of the person?
- Would it make a difference if you were buying clothes for one of your parents or a smaller brother or sister?

Writing can be the same way.

- Would you write the same if the audience was
 - a group of teachers?
 - a group of classmates?
 - the mayor of Mountain City?
 - people reading a newspaper article?

Activity 1 Brainstorm

Have students brainstorm a list of people in which they could write. List student responses on the board as students name them.

Examples:

adults	peers	relatives such as aunts or uncles	grandparents
teachers	classmates	Governor of Tennessee	the President of the U.S.
young children	principal	senators or congressmen	counselor
president of a company	mayor	doctor	best friend

Ask these questions:

- Would you write the same way to each of the people listed during the brainstorming activity?
- Which people would you address formally? informally?
- Which people from the list would you invite on an outing?
- Which people from the list would you state your opinion on a topic?
- Which people from the list would you ask to change a law? a rule?

Activity 2 Card Activity

1. On the following three pages you will find cards with writing samples. Run these onto cardstock and laminate for repeated use. Have students work in small groups to identify the audience for each type of writing.
2. Sort cards by categories. For example:
 - Formal/Informal
 - Personal/Impersonal
 - Written/Spoken Language

Activity 3 Organizer

The flip chart organizer contains a series of questions students must ask themselves when beginning a writing project. The questions are intended to help students focus on audience expectations.

To create the organizer copy pages 8-11 onto colorful paper. Cut out the rectangles on the lines indicated. Place a thin line of glue across the top of each rectangle on the back side. Glue the pages at staggering lengths so that the title across the bottom of each page may be read.

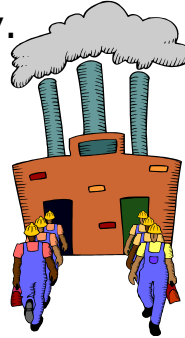
Have student use this organizer when beginning each new writing project. In time after repeated use, students will begin to ask themselves these questions without the use of the organizer.



The U. S. government is working towards spending cuts that may hinder economic recovery.



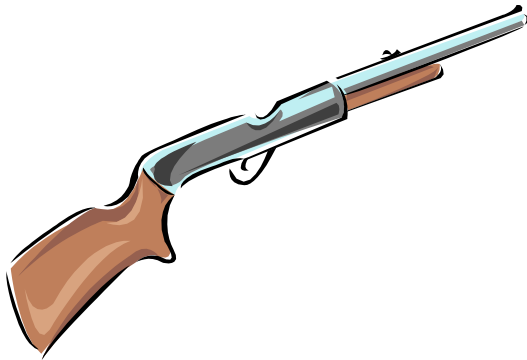
Mr. Sir:
I'm writing to find information about your company.



For Sale
One Used Motorcycle



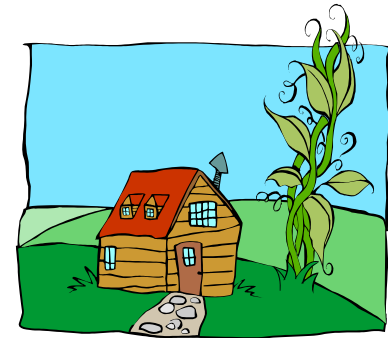
Stricter gun laws will help stop mass shootings in the United States.



Hurricane Sandy was responsible for at least 125 deaths in the United States and caused over \$60 billion in damages.



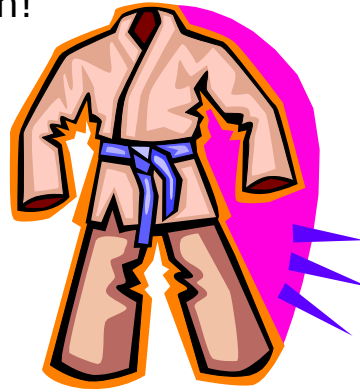
Once upon a time there lived a young boy named Jack



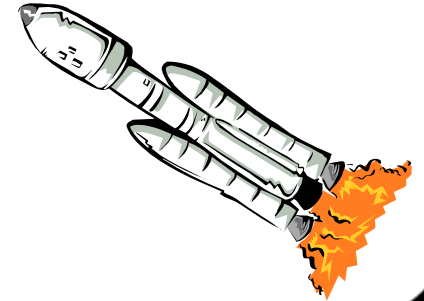
U. S. Secretary of State
John Kerry gives a statement
regarding the Syrian rebels.



Your outfit is so totally cool,
man!



A third unmanned
commercial spaceship was
launched by the Space
Exploration Technologies
Corp.



Salmonella was found
in chocolate-covered
marshmallow eggs.



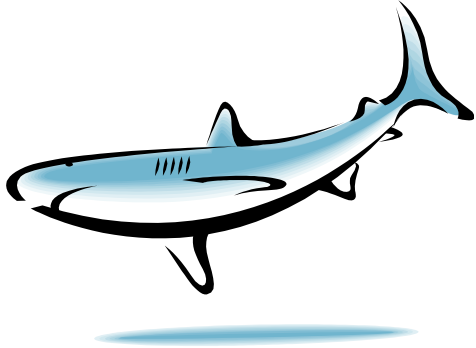
The best movies ever were
Toy Story and *Batman Begins*.
Have you seen *The
Incredibles* or *Wall-e*?



Twelve states report that
this year's flu is no longer
widespread.



In a recent poll, *Jaws* was named the top action and adventure movie of all time.



NASA scientists discover an unknown belt of radiation surrounding the Earth.



The yo-yo I purchased is defective.



For our Valentine's Day party we need the following items:

- vegetables and dip
- cupcakes
- chips
- fruit



I am writing to request that the school lunch schedule be increased to 40 minutes.



Do you want to go to the skateboard park after school?



My Audience

Is this writing for . . .

young children?
peers?
adults?
males?
females?

Who is the Audience?

Does my writing need to be formal or informal?

Is this writing for . . .

friends or family?

experts?

a person with authority?

FORMAL/INFORMAL

Do I need to start with an introduction?

Should I start my writing with a personal story?

Should my text be written in first-person or third-person point of view?

PERSONAL

What does this audience have in common?

Does my audience have specific political, social, or religious beliefs?

COMMON INTERESTS

What is the background of my audience?

Will my audience understand technical terms?

Will my audience need explanations or definitions?

Will my audience expect me to cite references?

Will my audience want primary or secondary sources?

Will my audience expect my facts to be current?

BACKGROUND

Does my writing need to be a specific format. .

essay?
article?
report?

Does my writing need . . .

a table of contents?
reference list?
title page?
headings and subheadings?
graphs or charts?

Format

Is this writing for a grade?

Have I checked the rubric to determine if
I have included all requirements?

For a Grade?



Graphics from:
www.mycutegraphics.com
<http://office.microsoft.com/en-us/images/>

You can find additional teaching resources, student projects, and more at my website.

www.bookunitteacher.com



Visit my Teacher Pay Teacher Store for additional products.
<http://www.teacherspayteachers.com/Store/Gay-Miller>