

## SUPPLEMENTAL SKILLS INSTRUCTION

### WR.2.B INFORMATIVE

### Audience, Style, and Tone

Lessons WR.2.A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

## Introduction

This lesson is composed of two distinct but related activities that center on skills for producing writing that is appropriate for the particular audience. Each activity may last an entire class period.

Writing Instruction Options:

- Addressing an Audience’s Knowledge Level
- Formal Style and Objective Tone

In this lesson, the teacher provides direct instruction to students on how to address an audience’s knowledge level in an informative paper. Students also learn how to identify and use formal style and objective tone. Students focus on revising their own informative drafts to ensure that they have appropriately addressed the audience’s knowledge level or used formal style and objective tone before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Audience, Style, and Tone on which each student records one example of a successful revision.


For homework, students choose three different passages from their informative papers and revise each passage focusing on addressing the audience’s knowledge level or formal style and objective tone. Students also write a few sentences explaining whether or not they will keep the revisions they drafted and the impact this decision has on their informative papers.

## Standards

| Assessed Standard(s) |  |
|----------------------|--|
| W.9-10.4             | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

|                              |   |
|------------------------------|---|
| W.9-10.5                     | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  |
| <b>Addressed Standard(s)</b> |   |
| W.9-10.2.b, e                | <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> |
| W.9-10.6                     | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  |
| SL.9-10.1                    | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.  |

## Assessment

|  |
|--|
| <b>Assessment(s)</b>   |
| <p>Student learning is assessed via completion of the WR.2 Revision Exit Slip: Audience, Style, and Tone. Students record the original passage from their informative papers as well as the revised passage. Students then explain why the revision is effective.</p> <p> Consider assessing these revisions using the Informative Writing Checklist.</p>   |
| <b>High Performance Response(s)</b>  |
| <p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Record the original passage (e.g., The Great Depression's difficult economic conditions forced you to become more resourceful in order to survive.).</li> <li>Revise the original passage, focusing on addressing the audience's knowledge level or using formal style and objective tone (e.g., The Great Depression's difficult economic conditions forced people to become more resourceful in order to survive.).</li> </ul> |

- Explain why the revision is effective (e.g., I removed the second person “you” to make my writing less personal and more objective.).

① See the Model WR.2 Revision Exit Slip: Audience, Style, and Tone for more examples.

## Lesson Agenda/Overview

| Student-Facing Agenda   | % of Lesson |
|---|-------------|
| <b>Standards:</b> <ul style="list-style-type: none"> <li>• Standards: W.9-10.4, W.9-10.5, W.9-10.2.b, e, W.9-10.6, SL.9-10.1</li> </ul>                                 |             |
| <b>Learning Sequence:</b>   |             |
| 1. Introduction of Lesson Agenda  | 1. 5%       |
| 2. Homework Accountability  | 2. 0%       |
| 3. Writing Instruction Options: <ul style="list-style-type: none"> <li>• Addressing an Audience’s Knowledge Level</li> <li>• Formal Style and Objective Tone</li> </ul> | 3. 30%      |
| 4. Informative Writing Checklist  | 4. 5%       |
| 5. Individual Revision  | 5. 30%      |
| 6. Revision Discussion  | 6. 20%      |
| 7. WR.2 Revision Exit Slip: Audience, Style, and Tone   | 7. 5%       |
| 8. Closing  | 8. 5%       |

## Materials

- Student copies of the up-to-date Informative Writing Checklist (refer to WR.2 Lesson A Model Informative Writing Checklist)
- Copies of the WR.2 Revision Exit Slip: \_\_\_\_\_ for each student (refer to WR.2 Lesson A)—students will need additional blank copies

## Learning Sequence

| How to Use the Learning Sequence |   |
|----------------------------------|---|
| Symbol                           | Type of Text & Interpretation of the Symbol                                   |
| 10%                              | Percentage indicates the percentage of lesson time each activity should take. |

|              |   |
|--------------|---|
| no<br>symbol | Plain text indicates teacher action.                                  |
|              | <b>Bold text indicates questions for the teacher to ask students.</b> |
|              | <i>Italicized text indicates a vocabulary word.</i>                   |
| ►            | Indicates student action(s).  |
| 💬            | Indicates possible student response(s) to teacher questions.          |
| ❗            | Indicates instructional notes for the teacher.                        |

## Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda. In this lesson, students learn how to take their audience's knowledge level into account or how to identify and use formal style and objective tone when writing an academic informative paper. Students revise their own drafts before participating in a peer discussion of their individual revisions.

- Students look at the agenda.

## Activity 2: Homework Accountability

0%

- ❗ Students will be held accountable for homework during Activity 6: Revision Discussion.

## Activity 3: Writing Instruction Options

30%

- ❗ Based on student need, select from the two options below:
  - Addressing an Audience's Knowledge Level (See Appendix 1)
  - Formal Style and Objective Tone (See Appendix 2)

## Activity 4: Informative Writing Checklist

5%

- ❗ The following activity addresses the expectations of SL.9-10.1.

Instruct students to take out their copies of the Informative Writing Checklist.

- ❗ Consider posting or projecting the Informative Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

**Based on this lesson's writing instruction, what items should the class add to the Informative Writing Checklist? In which categories do these items belong and why?**

- 💬 Student responses will vary but should include points that address the following:

- Anticipate and address the audience’s knowledge level? This item belongs in the Command of Evidence category, because this item is about anticipating the audience’s knowledge level to use the right level of detail and the most meaningful and compelling evidence for the specific audience in order to support claims and develop subtopics.
- Establish and maintain a formal style and objective tone? This item belongs in the Coherence, Organization, and Style category, because formal style and objective tone are about how the writer expresses the content of the informative paper.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Informative Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Informative Writing Checklist.

- ▶ Students add new items to the appropriate section of their copies of the Informative Writing Checklist.

① Consider adding the new items in the appropriate categories to the displayed copy of the Informative Writing Checklist.

## Activity 5: Individual Revision

**30%**

① The following activity addresses the expectations of W.9-10.2.b, e

Instruct students to independently revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Addressing an Audience’s Knowledge Level
- Formal Style and Objective Tone

① For example, if students completed the writing instruction activity on Addressing an Audience’s Knowledge Level, then their revisions will focus on addressing an audience’s knowledge level rather than on formal style and objective tone.

Explain to students that they should revise at least three passages to ensure that they have appropriately addressed the audience’s knowledge level, and used formal style and objective tone. Remind students to refer to the Informative Writing Checklist as they revise their drafts.

Transition to individual revision.

- ▶ Students independently revise their drafts to ensure that they address their audience’s knowledge level or that they use formal style and objective tone throughout their informative papers.

💬 For sample revisions, see the Model WR.2 Revision Exit Slip: Audience, Style, and Tone.

## Activity 6: Revision Discussion

**20%**

① The following activity addresses the expectations of SL.9-10.1.

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson's homework assignment. Explain to students that in addition to receiving feedback on their revisions, this discussion is also an opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind students that constructive criticism helps them share advice with their peers in a positive and academic manner.

① Refer to Lesson 8 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.
  2. Explain to your peers how the revision improves your draft.
  3. Ask your peers to provide brief constructive criticism on your revisions.
    - ▶ Students share and discuss with peers at least two effective revisions they made to their drafts.
- ① In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

## Activity 7: WR.2 Revision Exit Slip: Audience, Style, and Tone

**5%**

Explain that for this lesson's assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.2 Revision Exit Slip: \_\_\_\_\_ to each student. Instruct students to fill in the title "Audience, Style, and Tone" on their exit slips. Instruct students to complete the exit slip independently. Inform students that their revisions will be assessed with the Informative Writing Checklist.

💬 See the High Performance Response and Model WR.2 Revision Exit Slip: Audience, Style, and Tone for sample student responses.

## Activity 8: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Addressing an Audience’s Knowledge Level
- Formal Style and Objective Tone

Instruct students to respond briefly in writing to the following questions for each revision:

**Will you keep the revision you drafted? Why or why not?**

**Explain the impact of your decision on your informative paper.**

- ① If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students’ use of the online writing community addresses the expectations of W.9-10.6).
- ▶ Students follow along.

## Homework

Choose three different passages from your draft. For each passage, revise your draft focusing on whichever of the following writing skills you learned in this lesson:

- Addressing an Audience’s Knowledge Level
- Using Formal Style and Objective Tone

Respond briefly in writing to the following questions for each revision:

**Will you keep the revision you drafted? Why or why not?**

**Explain the impact of your decision on your informative paper.**

## Model Informative Writing Checklist

|              |  |               |  |              |  |
|--------------|--|---------------|--|--------------|--|
| <b>Name:</b> |  | <b>Class:</b> |  | <b>Date:</b> |  |
|--------------|--|---------------|--|--------------|--|

**Directions:** Use this template to record the checklist items that convey the components of an effective informative paper established as a class.

| <b>Command of Evidence</b>   | <b>Drafting</b>          | <b>Finalization</b>      |
|--|--------------------------|--------------------------|
| <b>Does my response...</b>   | ✓                        | ✓                        |
| Use relevant and sufficient evidence to develop my subtopics?                                | <input type="checkbox"/> | <input type="checkbox"/> |
| Integrate evidence (quotations and paraphrasing) to support the claim and develop subtopics? | <input type="checkbox"/> | <input type="checkbox"/> |
| Anticipate and address the audience's knowledge level?*                                      | <input type="checkbox"/> | <input type="checkbox"/> |

| <b>Coherence, Organization, and Style</b>                                  | <b>Drafting</b>          | <b>Finalization</b>      |
|--|--------------------------|--------------------------|
| <b>Does my response...</b>   | ✓                        | ✓                        |
| Clearly introduce a topic?   | <input type="checkbox"/> | <input type="checkbox"/> |
| Develop a precise claim about the topic?                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| Include subtopics that develop the topic and support the claim?            | <input type="checkbox"/> | <input type="checkbox"/> |
| Adapt content and language to my specific audience?                        | <input type="checkbox"/> | <input type="checkbox"/> |
| Clearly state each subtopic?   | <input type="checkbox"/> | <input type="checkbox"/> |
| Have an introduction that engages the reader's attention and interest?     | <input type="checkbox"/> | <input type="checkbox"/> |
| Provide a conclusion that follows from and supports the informative paper? | <input type="checkbox"/> | <input type="checkbox"/> |
| Establish and maintain a formal style and objective tone?*                 | <input type="checkbox"/> | <input type="checkbox"/> |

| <b>Control of Conventions</b>                       | <b>Drafting</b>          | <b>Finalization</b>      |
|---|--------------------------|--------------------------|
| <b>Does my response...</b>                          | ✓                        | ✓                        |
| Cite sources using proper MLA style and formatting? | <input type="checkbox"/> | <input type="checkbox"/> |



|  |                          |                          |
|--|--------------------------|--------------------------|
| Use proper punctuation for quotations and citations? | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|

\*Asterisks indicate new items added in this lesson.

## Model WR.2 Revision Exit Slip: Audience, Style, and Tone

|              |  |               |  |              |  |
|--------------|--|---------------|--|--------------|--|
| <b>Name:</b> |  | <b>Class:</b> |  | <b>Date:</b> |  |
|--------------|--|---------------|--|--------------|--|

**Directions:** In the first column, record the original passage from your informative paper. In the second column, record the revised passage. In the third column, explain why the revision is effective.

| Original Passage  | Revised Passage  | Explanation   |
|---|--|---|
| By 1932, so many people didn't have work that "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes).   | By 1932, so many people were without work that "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes).   | I replaced the contraction to make my writing more formal.  |
| Farmers could take advantage of the Agricultural Adjustment Act, which "subsidized farmers for reducing crops and provided loans for farmers facing bankruptcy" ("The New Deal"). By offering work and relief, the New Deal programs encouraged Americans facing many different situations to look to the government for help surviving the Great Depression. | Farmers could take advantage of the Agricultural Adjustment Act, which "subsidized farmers for reducing crops and provided loans for farmers facing bankruptcy" ("The New Deal"). Paying farmers to plant less and lending them money to support their farms helped farmers stay in business through the Great Depression. | After the quotation, I included an explanatory sentence that was more directly relevant to the quote to ensure my teacher and classmates understand the evidence. |
| The Great Depression's difficult economic conditions forced you to become more resourceful in order to survive.   | The Great Depression's difficult economic conditions forced people to become more resourceful in order to survive.   | I removed the second person "you" to make my writing less personal and more objective.  |

## Appendix 1: Addressing an Audience's Knowledge Level

Remind students that in Lesson 2, they learned that effective writers always take the audience's knowledge level into account when they construct informative papers. Review the importance of this skill by instructing students to Think, Pair, Share about the following question:

**Why is it important to consider the specific audience when writing an informative paper?**

💬 Student responses may include:

- Writers should consider their audience so that they provide the right information and the right level of detail about a topic based on what the audience may or may not already know.
- Writers should consider their audience so that they can adapt their writing to include the information that is most important for an audience to be able to gain a deeper understanding of the topic.

① **Differentiation Consideration:** If students struggle to provide reasons for why it is important to consider the specific audience when writing an informative paper, consider conducting a brief role-playing exercise. Instruct students to form pairs and present them with the following scenario.

You just started writing a blog. Both your friend and your grandparent want you to tell them about it, including how they can read it and interact with it.

Instruct student pairs to take turns acting as the blog writer and audience. Inform students that when they are acting as the blog writer, they should think about what their particular audience (i.e., either the friend or the grandparent) needs to know about reading and interacting with the blog. Remind students that a friend might have more knowledge than a grandparent about blogs. When students are acting as the friend or grandparent, encourage them to ask the blog writer for information that they think the friend or grandparent might need to know. Consider asking volunteer student pairs to perform their role-plays in front of the class.

- ▶ Student pairs role-play the scenario, taking turns acting as the teenager, friend, and grandparent.

① Consider other examples for a similar role-playing exercise, such as video calls, texting, social media posts, etc.

Lead a brief whole-class discussion of student responses. Then remind students that different audiences have different knowledge levels about particular topics. Explain to students that anticipating their audience's knowledge level can help students support their claim and develop their subtopics appropriately. Inform students that they will apply these considerations in revising their drafts.

Instruct students to Turn-and-Talk in pairs to discuss the following questions:

**What do you think your teacher’s and classmates’ knowledge levels of the topic are? Are there any terms or concepts in your draft that you should explain?**

💬 Student responses will vary but may include:

- It seems likely that my teacher knows a significant amount of information about the Great Depression, and my classmates are reading the same information that I am, so I do not need to use a lot of space in my paper to discuss the causes of the Great Depression or the historical events of that time period.
- I bring up the New Deal and some of the programs under the New Deal, but I do not need to explain these in detail, since my classmates have a similar level of background knowledge about these programs as I do.

Lead a brief whole-class discussion of student responses. Explain to students that anticipating an audience’s *knowledge level* (background knowledge related to the informative paper topic) allows the writer to include the appropriate level of information to contextualize any claim, subtopics, or evidence. The writer can also address an audience’s knowledge level by including definitions or explanations of any terms or concepts essential for understanding the informative paper.

- ▶ Students write the definition of *knowledge level* in the appropriate section of their vocabulary journals.

## Appendix 2: Formal Style and Objective Tone

Explain to students that it is important to maintain a formal style in academic writing. Inform students that a formal style is used for writing academic papers in college and is often expected or required in the workplace.

Post or project the following examples for students.

① Example 2 is taken from paragraph 3 of the Model Informative Paper (refer to Lesson 10). Example 1 has been modified from the model.

- **Example 1:** For example, the author’s dad got some money here and there by doing a bunch of different things like cutting hair, gardening, and painting houses.
- **Example 2:** For example, the author’s father inconsistently earned small amounts of money by creating several different odd jobs for himself like cutting hair, gardening, and painting houses.

Instruct students to Turn-and-Talk to discuss the following questions:

**Which example is formal and which is informal? Which example is more appropriate for an academic informative paper? Why?**

💬 Student responses should include:

- The first example is informal and the second is formal. The first example uses conversational words and phrases like “dad,” “got,” “here and there,” and “a bunch.” The first example also uses imprecise words and phrases like “some,” “here and there,” and “different things.” These words sound more casual, like someone is talking to a friend. Using informal words is appropriate for a conversation with a friend.
  - The second example uses more formal and academic words and phrases like “father,” “inconsistently,” and “earned.” The second sentence also uses more precise words and phrases: instead of “got some money here and there” the second example uses “inconsistently earned small amounts of money”; instead of “doing a bunch of different things,” the second sentence uses “creating several different odd jobs.” These differences give the second example a more authoritative and academically credible tone. Using academic words and phrases is appropriate for a formal informative paper.
- ① If necessary, remind students that they learned the definitions for *style*, *formal*, and *informal* in Lesson 2.
- ① Consider informing students that they will learn about choosing precise words to improve the strength of their informative papers in Lesson C.

**How might using a formal style help a writer craft an effective informative paper?**

☞ Student responses may include:

- Using a formal style helps a writer craft an effective informative paper, because a formal style makes the writer seem like a believable authority on the topic.
- Using a formal style helps a writer craft an effective informative paper, because a formal style makes the paper seem professional and encourages the reader to take the writer's claim and analysis of the subtopics seriously.

Lead a brief whole-class discussion of student responses. Explain to students that a formal style establishes credibility and makes the writing professional, appealing, and accessible to the audience. A formal style uses correct and specific language, correct grammar, and complete sentences. Remind students to avoid the use of contractions (e.g., don't), abbreviations (e.g., gov't), or slang (e.g., ain't), unless they are directly quoting from a text that uses such words.

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Explain to students that along with using a formal style in their papers, it is equally important to use an objective tone. Inform students that writing with an *objective tone* is “a style of writing that is based on fact and makes use of the third-person point of view.”

- ▶ Students write the definition and attributes of *objective tone* in the appropriate section of their vocabulary journals.

Post or project the following examples for students.

① Example 1 is taken from paragraph 2 of the Model Informative Paper (refer to Lesson 10). Example 2 has been modified from the model.

- **Example 1:** Lacking an income, many people could no longer afford to live in their homes, and were forced into the street.
- **Example 2:** To me, it seems like a lack of income meant you weren't responsible enough to live in your home anymore, so you were forced into the street.

Instruct students to Turn-and-Talk about the following questions:

**Which example uses an objective tone and which does not?**

☞ Student responses should include:

- The first example uses an objective tone because it does not have “me” or “you” in the sentence. The first example conveys information about what would happen when people could not afford to stay in their houses. Without making any judgment, the first sentence describes a cause and an effect in the third person.

- The second example uses words and phrases like “to me,” “you weren’t,” “your home,” and “you were,” which makes it personal and less objective. The sentence sounds like someone is describing his or her interpretation of situation to a peer or friend. The second example’s use of the second person “you” makes it sound even more conversational and less academic than the first sentence.
- ① Consider explaining to students that the use of first- and second-person point of view (i.e., *I*, *we*, *our*, *you*, and *your*) is not forbidden in all informative writing, but its usage is not appropriate in all contexts. In more formal, academic writing, writers typically use third person, though journalists, bloggers, politicians, and other writers may use first and second person as a rhetorical strategy. Students should carefully consider their task, purpose, and audience to determine whether the use of first- and second-person point of view is appropriate.

### How might using an objective tone help a writer craft an effective informative paper?

💬 Student responses may include:

- Using an objective tone helps a writer craft an effective informative paper, because an objective tone helps the writer seem neutral by focusing on presenting real, accurate evidence rather than making statements about what he or she believes without any evidence.
- Using an objective tone helps a writer craft an effective informative paper, because it makes the informative writing seem more professional and less conversational.

Lead a brief whole-class discussion of student responses. Explain to students that as with using a formal style, using an objective tone helps the writer establish credibility. Writing with an objective tone helps writers convey respect for their audience and avoid expressing their unverified personal opinions by focusing on presenting the evidence they gathered to develop their subtopics and support their claims. Because students are using evidence from other sources to develop their subtopics, writing with an objective tone for this assignment also means using the third person point-of-view (i.e., *he*, *she*, *it*, *they*, *one*) instead of the first person point-of-view (i.e., *I*, *we*) or the second person point-of-view (i.e., *you*). Using an objective tone with the third-person point-of-view keeps the paper academic and helps the writer avoid making the paper personal or conversational.