*English Instructional Plan – Writing for Personal Job Qualifications*

**Primary Strand: 11.6, 12.6 Writing**

**Integrated Strand/s: 11.1, 11.2 Communication and Multimodal Literacies, 11.5 Reading/Nonfiction, 11.8 Research**

**Essential Understanding:**

· Understand how to analyze informational material

· Understand that skilled readers of nonfiction texts and technical documents apply different reading strategies

· Understand that effective writing should be purposefully crafted with attention to deliberate word choice, precise information, and vocabulary

· Understand that voice and tone must be developed with an awareness of audience and purpose

**Essential Knowledge, Skills, and Processes:**

* analyze the vocabulary (i.e., content-specific jargon, technical terminology) and ideas of informational texts from various academic disciplines to clarify understandings of concepts
* identify different formats and purposes of informational and technical texts
* demonstrate comprehension and apply strategies to write about what is read
* revise writing for clarity and quality of information to effectively match the intended audience and purpose of the workplace and/or post-secondary education
* develop technical writings (e.g., job description, questionnaire, job application, or business communicate) that address clearly identified audiences and have clearly identified purposes
* complete employment forms (e.g. resume, personal qualifications in a letter of application)
* complete applications, essays, and resumes for college admission

**Primary SOL:** 12.6i Write to clearly describe personal qualifications for potential occupational or educational opportunities.

**Reinforced (Related Standard) SOL:** 11.1e, 12.1f Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

11.1h Use vocabulary appropriate to the topic, audience, and purpose.

11.2f, 12.2f Manage, analyze, and synthesize multiple streams of simultaneous information.

12.6e Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.

11.6h, 12.6h Write and revise to a standard acceptable both in the workplace and in postsecondary education.

11.5b Read and correctly interpret an application for employment, workplace documents, or an application for college admission.

11.5c Analyze technical writing for clarity.

## **Materials**

* Highlighters
* Computer/Technology Access
* Copies of employment application (from local business)
* Copy of local job posting (related to application)
* Cover Letter example (tip: use your own personal cover letter)

## **Student/Teacher Actions: What should students be doing? What should teachers be doing?**

1. Teacher will begin the lesson by asking students the importance of closely reading information. Students can respond in classroom discussion or post information on board.

2. Teacher will explain why close reading is such an important skill and how it is applied when pursuing a job.

3. Teacher will display a job application on board. Class discussion can take place about what is the purpose of a job application and teacher should emphasize how it is used for screening purposes.

4. Teacher will pass out copies of an actual, local job application. Teacher will stress the importance of accurate information and not using abbreviations. Potential employers gain a first impression from an application, so a candidate should write formally to prove he/she is professional.

5. Students will fill in the job application with a pencil so they can correct mistakes. Teacher should inform students that blue or black ink pens should be used to fill out employment applications. Teacher will move around the room to answer questions. Teacher should put out what to do in certain sections such as “Experience” and ask students what information can be placed there [discussion should be about experience that shows work ethic and shows a student can be a good employee --volunteering, coaching, babysitting, yard work, etc..]

6. When students finish, students will pass application to the right to have a classmate ‘review their application.’ Students will discuss errors with their partner for 3 minutes, what the information and writing portrays about the person, and offer feedback.

7. Students will be given their application back after conference with one classmate. Student will look over edits and revise his/her work by using a pen to formalize application. \*Teacher needs to stress to students that paper applications need to be filled out in pen, so students should be prepared with information required on applications.

8. Students will turn application in to teacher to check for accuracy. Teacher should be a green check mark if application is filled in correctly or red mark if there are errors on the application. Teacher needs to check these before the next part of the lesson.

**Cover Letter**

1. Teacher will put two column charts on the board and ask students to fill in the differences between full-time and part-time employment. Once students have gained an understanding of differences, teacher will inform class that applications are filled out for part-time employment and cover letters are an additional requirement with resumes for full-time employment.

2. Teacher will introduce and define employment vocabulary such as *benefits*, *internship*, *licensure,* etc. that correlate with full-time employment.

3. Model: Teacher will display an example of a cover letter [suggestion: teacher can use his/her own personal cover letter to show students and remove personal address]. Letter can be projected on board or loaded onto students’ computers.

4. Students will read over cover letter. Teacher will ask students what they can identify about format, tone, words and phrases used, topic of sections (paragraphs).

5. Teacher will guide students through different aspects of cover letter and formal professional tone: i. First section is about the job you are applying for and personal attributes. Students will underline words and phrases that stand out as strong and descriptive. ii. Second section is related to skills the person has that is directly related to job. Students will underline each area where experience and skills are discussed. iii. Last section is related to why the person is a good candidate for the job, how he/she fits the company, and contact information. Students can underline specific phrases that strongly conclude cover letter.

6. Teacher will display a job posting [suggestion: use local job posting that students can connect with and are familiar with company], and give students a printed copy of it.

7. Teacher will go over key words (buzz words) in advertisement. Students will highlight words and phrases that need to be addressed or used in cover letter. Give students an example of what to do with the information in the job description. Example: If job description talks about managing several different tasks and meeting deadlines, students can write in cover letter that they are organized and have good time management skills.

8. As a class, write an example cover letter in response to the job advertisement. Students can use this as an example and model to follow.

9. Closure: Teacher will discuss the importance of close reading and using key words in employment documents. Exit ticket: Students will write their top three attributes that make them a good employee and can be used in a cover letter.

**Assessment**

· Application should be used as a formative assessment to check for comprehension and background knowledge. The exit ticket is also a formative assessment to see if students understand their own attributes which showcase personal skills to potential employers. Teacher can evaluate if students fully understand the difference between thinking of themselves personally vs. professionally.

· Teacher monitors progress during class discussions and guided instruction.

**Writing Connection**

· A reciprocal lesson to writing cover letters can take place the next class period. Students can find a job advertisement that they are interested in for present day or the future, and write a cover letter in response to it. Students should use example that was created in class to help guide them.

· A resume writing lesson can take place after students have mastered cover letter. Students usually know about resumes and need help developing them; however, a cover letter need more instructional time.

**Extensions and Connections (for all students)**

* Career Research Project--Students will research career field of their choice and develop a presentation to deliver to the class. Teacher will give students specifications of what should go on each slide. This opportunity for students to understand how to research information about college/technical school requirements and employment.
* Opportunity to partner with career counselors in the school to expand on lesson.
* Students can write cover letters to seek internships in the community or summer employment. Teacher will take students through thorough editing process and have students mail letters at the end of the assignment.
* Provide students with an opportunity to create a digital resume and work portfolio.

**Strategies for Differentiation**

· Create graphic organizer to help students put information such as skills, address, experience, etc.

· Students can work in groups to provide English Learners with a model of language and help with comprehension.

· Teacher can work with students individually when filling out application and working on cover letter.

· Teacher can create a cover letter template and sentence starters.

· Teachers can give students a copy of completed cover letter to serve as a model after the class writes it together as a group.

· Higher level: Students can be assigned goals/timeline project to include application, narrative essay, and cover letter to master different tone and audiences. Students can fill out college application and work on personal narrative essay. Teacher will discuss similarities and differences between narrative essays and cover letter.