



# Introduction

Writing is an integral part of our everyday lives. Almost every situation in which we find ourselves requires some type of writing. Even with the easy access to computers that exists in today's society, there are still forms to be filled out, applications to be completed, and lists to be made. Developing the writing skills necessary for the many formats presented in the real world is a critical part of preparing for life after high school.

This binder includes reproducible activities that provide practice with writing in many of the formats we encounter in our daily lives. Each of the six units covers a wide range of writing situations and addresses key writing skills needed.

Based on her years of teaching language arts and reading to at-risk middle school students and GED classes to struggling adult learners, Bonnye Wier Cavazos created *Real-World Writing* to reach and engage students who struggle with writing. Each worksheet includes clear, simple directions and short activity questions and sentences written at a low reading level. The activities feature realistic graphic representations that middle and high school students as well as adults already encounter or will likely encounter soon, such as e-mails, blogs, and schedules.

## SIX UNITS

Each unit provides a lesson that addresses the corresponding writing topic. Included in each unit are directions for leading class discussion about the topic, a parent/guardian letter, ten activity sheets, suggested extension activities, and a unit assessment. The units are:

- Unit 1:** Signs, Classified Ads & Flyers
- Unit 2:** E-mails, Blogs & Text Messages
- Unit 3:** Memos, Faxes & Messages
- Unit 4:** Schedules & Calendars
- Unit 5:** Journals
- Unit 6:** Invitations, Greeting Cards & Thank You Notes

## UNIT LESSON

At the beginning of each unit is a lesson that introduces and teaches a real-world writing topic. Each lesson includes objectives, a materials list, and a complete lesson plan that provides for class discussion as well as “hands-on” participation.



### Unit 1: Signs, Classified Ads & Flyers

**OBJECTIVES**

- Students will identify reasons they might need to make a sign.
- Students will create signs.
- Students will become familiar with the classified ads section of the newspaper.
- Students will write classified ads.
- Students will write online auction ads.
- Students will read and create flyers.

**LESSON MATERIALS**

Newspapers, other sources of classified ads available in your community, construction paper and/or poster board, markers, access to the Internet (optional), digital camera (optional), samples of online auction ads, sample flyers you have received in the mail or picked up

**LESSON PLAN**

Introducing the Topic

**What is a sign?**

Take the students on a walk around the school to make a list of all the signs you see. When you get back to class, discuss these signs. What were they? What purposes did they serve? How many of them were handmade? Ask the students where else they have seen signs and what purpose the signs served.

**Why might you create a sign?**

Ask the students if they have ever made a sign themselves. Let anyone who has made one share how and why. Point out that sometimes people make signs to advertise garage sales. Other people make signs if they have lost or found an item or animal. There are times at school when students must make a poster or sign for classwork or a school project. People who are running for a class office also make signs.

**What is a classified ad?**

Have a student volunteer look up the word “classified” in the dictionary. The definition that will help explain what classified means in terms of classified ads is the definition that refers to “grouping.” Another student can look up the word “advertisement,” for which “ad” is a shortened form. Point out that these definitions show that classified ads are advertisements which are used to sell or trade a good or service. Classified ads are usually grouped together by type.

**What are the types of classified ads?**

Group the students and give each group the classified ads section of the newspaper. Have each group write a list of all the types of ads they see. Compile a list on the board of these types of ads as each group presents its list to the class.

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## PARENT/GUARDIAN LETTER

Before beginning a new unit, a copy of the parent/guardian letter should be sent home with each student. The parent/guardian letter explains the topics being studied in the unit and offers suggestions for at-home practice.

**Unit 1: Signs, Classified Ads & Flyers**

**Dear Parent/Guardian:**

We are currently learning about signs, classified ads, online auctions ads, flyers, and the writing skills needed to compose them. During this unit, your child will learn the importance of these types of writing. At the end of the unit, your child will complete a project that demonstrates his or her ability to communicate in writing. To extend your child's learning, any at-home practice you can provide would be greatly appreciated.

Below are several activity suggestions.

- Read the classified ads section of the newspaper with your child, and discuss the various ads you see there.
- Have your child write an ad for something around your house you would like to sell.
- As you are driving around town with your child, have him or her point out all the different signs he or she sees.
- Ask your child to create a flyer to advertise an invention.
- Look at an online auction site with your child, and compare some of the ads you find there with those you find in the classified ads section of the newspaper.

Thank you for your cooperation.

Sincerely,

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## ACTIVITY SHEETS

The reproducible activity sheets feature realistic graphic representations of the different writing formats covered in the unit. Simple directions ask the students to write required information on the form or direct them to use the format dictated by the writing type. Students will complete a variety of activities. Some of the activity sheets feature more than one type of activity.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Garage Sale Signs**

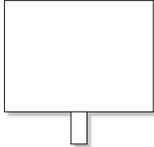
One common reason for reading a sign is to advertise a garage sale. The sign should include the date, address, time, and something to attract people's attention.

**DIRECTIONS:** Make a garage sale sign using the information provided for each of the situations.

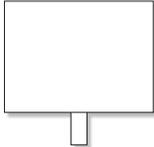
**Example:**



1. Date: October 11th and 12th  
Time: 9:00 A.M.–3:00 P.M.  
Place: 119 E. Honeysuckle  
Items of interest: tools and fishing equipment



2. Date: June 1st and 2nd  
Time: 8:00 A.M.–4:00 P.M.  
Place: 615 Brandy  
Items of interest: clothing and home furnishings



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## EXTENSION ACTIVITIES

Each unit contains a list of ten suggested extension activities. After the students complete all the activity sheets in a lesson, they should each choose one extension activity to show that they have mastered the writing skills covered in the unit. The extension activities vary in difficulty level and appeal to many types of learners, making this section appropriate for students of differing abilities and interest levels. Some students may prefer to give an oral report or conduct an interview, while others might feel more comfortable writing an essay or making a poster.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Extension Activities**

- Make a garage sale sign that you think would really catch people's attention.
- Make a sign you would use if you were running for president of the class. Be creative!
- Write a classified ad for something you would like to sell, and find out how much it would cost to place that ad in your local newspaper. Put your ad and the cost on a piece of construction paper, then present your findings to the class.
- Make a poster that lists the types of classified ads that can be found in the local newspaper. Under each heading, give an example or two from the local paper.
- Look through the classified ads in your local newspaper. Cut out three ads for items you wish you could buy. Write your reasons for wanting to buy each item.
- Look through the classified ads in your local newspaper. Cut out three ads for jobs you think you would like. Write a paragraph about why you would like each of those jobs.
- Look through the classified ads in your local newspaper. Cut out three ads for vehicles you wish you could buy. Write your reasons for wanting to buy each vehicle on a separate sheet of paper.
- Interview ten people over the age of 16. Ask them if they have ever bought or sold anything on an online auction web site. Create a bar graph that shows how many have and how many have not.
- Write an essay about what type of advertising you feel is more effective and why: newspaper classified ads or online auction web site ads.
- Create a flyer for an upcoming school event.

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## UNIT ASSESSMENTS

Each unit in *Real-World Writing* includes a unit assessment with questions that focus on the writing skills covered in the unit. The assessments follow the same format as the activity sheets, including simple directions, questions, and sentences, as well as realistic sample items students must read and interpret. Students also complete the same types of activities they did on the activity sheets. These similarities help students recall information more easily and build their writing confidence.

## ANSWER KEY

For your convenience, an answer key is included at the end of the binder, showing the correct solutions for each activity sheet and unit assessment. In cases where several answers could be correct, "Answers will vary" is noted.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

 **Unit 1: Assessment**

**Part 1**  
**DIRECTIONS:** Answer the following questions.

- List two reasons you might need to make a sign.  
 \_\_\_\_\_  
 \_\_\_\_\_
- List three pieces of information you should include on a garage sale sign.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- Draw a sign for a lost rabbit. Remember to make up a name, description, contact, and reward information.

**Part 2**  
**DIRECTIONS:** Answer the following questions.

- List five things you might see advertised in the classified ads section of the newspaper.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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 **Answer Key**

**PAGES 5-6**  
 1. Answers will vary.  
 2. Answers will vary.  
 3. Answers will vary.  
 4. Answers will vary.

**PAGE 7**  
 Answers will vary.

**PAGE 8**  
 Answers will vary.

**PAGE 9**  
 Answers will vary.

**PAGE 10**  
 Answers will vary.

**PAGE 11**  
 Answers will vary.

**PAGES 12-13**  
 Answers will vary.

**PAGES 14-15**  
 Answers will vary.

**PAGE 16**  
 Answers will vary.

**PAGE 17**  
 Answers will vary.

**PAGES 19-21**  
**Unit Assessment**  
**Part 1**  
 1. Answers will vary.  
 2. Answers will vary.  
 3. Answers will vary.  
**Part 2**  
 4. Answers will vary.  
 5. Answers will vary.  
 6. you may include a picture; they are longer  
 7. Answers will vary.

**Part 3**  
 8. Answers will vary.

**PAGES 26-27**  
 1. Jason Gold  
 2. Friday, August 19, 2008 8:21 A.M.  
 3. jhawk@mail.com  
 4. Student Council Meetings  
 5. football banners, a dance, and a fundraiser  
 6. Missing information:  
 jmar@mail.com  
 Saturday, August 20, 2008  
 Hawk  
 Sheronda Simmons  
 Dear Jody, (Text of message will vary.)

**PAGE 28**  
 1. a concern with the conditions at Goller's Fun Palace  
 2. Goller's Fun Palace and Goller's Fun's Corporate Offices  
 3. Shance Zar: szar@mail.com  
 4. January 18, 2008  
 5. Answers will vary.

**PAGE 29**  
 Answers will vary.

**PAGE 30**  
 Answers will vary.

**PAGES 31-32**  
 Answers will vary.

**PAGE 33**  
 Answers will vary.

**PAGES 34-35**  
 Answers will vary.

**PAGE 36**  
 Answers will vary.

**PAGE 37**  
 1. Thanks for helping with the party today. You are great!  
 2. I got your message. I totally agree! People can be rude. Please hang in there.

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