

# Lesson Skill: Writing for workplace or postsecondary use

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**Strand** Writing

**SOL** 11.6

12.6

## Materials

- Computers with Internet access and word processing programs
- Common Letter Template-locate by Internet search or word processing template

## Lesson

1. Remind students that good writing is more than just writing outstanding essays; unique writing situations appear in everyday lives. As a class, discuss writing traits, needs, and scenarios outside of school.
2. Students describe jobs that they would like to have in the future (summer jobs or careers). As students give feedback, keep a running list on the board. Once enough ideas have been generated, students search for a hypothetical job.
3. Students conduct an Internet search for local jobs or careers that interest them. Encourage students to search for jobs that they might realistically pursue.
4. Once students have located a particular job, instruct them to compose a draft of the applicant interest letter using a letter template. Remind them to use a professional, formal voice in their writing.
5. Upon completion, students edit and revise their writing using the following guidelines:
  - Does the letter present personal information and interest in a professional manner?
  - Does it pertain to the job description?
  - Are there any spelling or grammatical errors?
  - Is it formatted correctly?
6. Do a peer edit. Discuss and implement any recommended revisions.
7. Students save their work on the computer. They will print a final copy of the letter.
8. Encourage students to keep the template and their sample writing for future reference. Conclude by discussing with the students:
  - Why is written correspondence important in the workplace?
  - Why is it important to use a template? Are there benefits to such strict expectations?
  - How might these writing skills be useful in the future?

## Strategies for Differentiation

- Model sample letters
- Peer Editing Checklist
- Model Internet searches for jobs