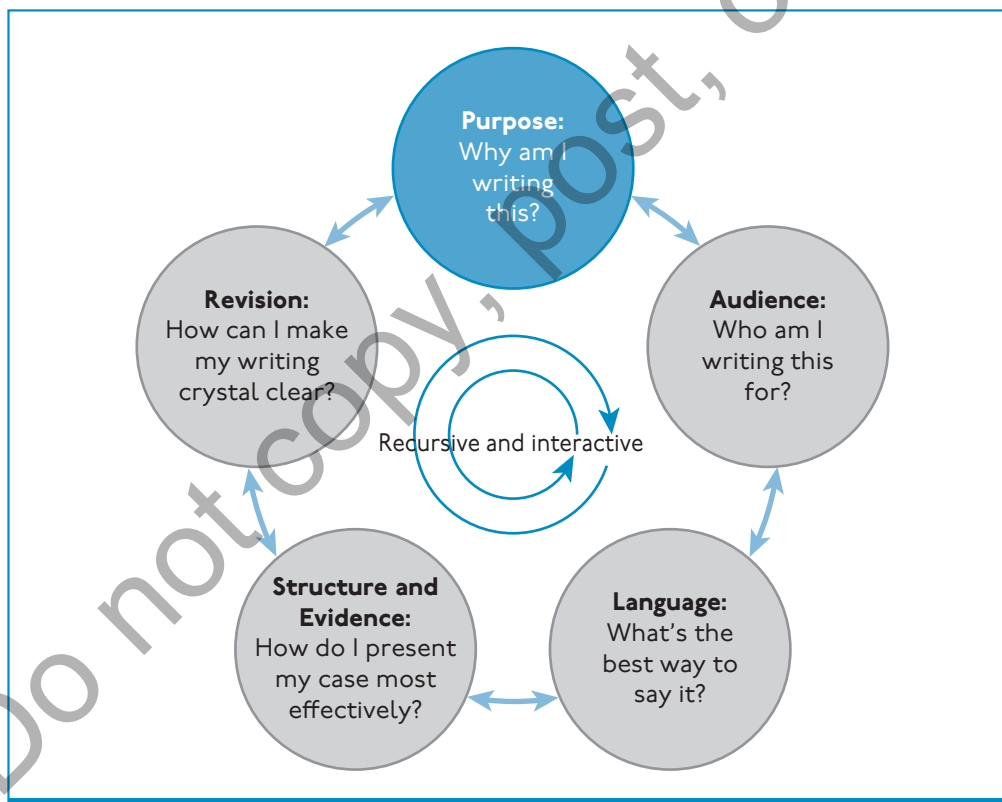


Purpose

Why Am I Writing This?



When I sit down to write a book, I do not say to myself, "I am going to produce a work of art." I write it because there is some lie that I want to expose, some fact to which I want to draw attention, and my initial concern is to get a hearing.

—George Orwell

ANTICIPATION GUIDE

The focus of this chapter is on **purpose**. Before reading this chapter, stop for a minute to complete the anticipation guide below to check your knowledge about the importance of establishing purpose when you're communicating. The three points you'll consider when reading the anticipation guide highlight the information we're sharing in this chapter. When you finish the chapter, you'll be able to revisit these three points in the chapter's Sum It Up section to self-assess what new information you've learned.

Anticipation Guide

Possible Fact	True	False
Knowing one's purpose helps to maintain a focus throughout any activity or writing.		
A clear statement of purpose informs the reader of what to anticipate in the text.		
Peer editing often confuses the focus of the purpose.		

“Why are we doing this?” This question rings in the ears of teachers as their students grapple with understanding the relevance of what they are learning or when they are asked to complete a specific task or learn some new information. This question is not only echoed by students; it's also often asked by teachers. We might find ourselves considering the *why* of our involvement when sitting in a rambling professional development session, during a meeting without clear objectives, or while participating in an activity with unconnected parts and tasks (e.g., trying to call into a customer service support line). We know that having a clear purpose is key to teaching our audiences of students and key to keeping them engaged, motivated, and willing to undertake the journey of learning. We like to think of purpose as the GPS app on our phones; it not only tells us how to get where we are going, but it considers our special circumstances or needs. In many classrooms purpose statements are shared with students before a lesson begins, referred to throughout the lesson, and revisited at the conclusion. Presenting a purpose for writing is no different—without it, our students may struggle with envisioning their end point and making the appropriate moves and choices to get there.

When a lesson or text is planned with a clear understanding of the intended outcome, the initiator, be it the teacher, student or writer, has a guideline to assess if progress is being made toward the anticipated purpose. (Wiggins & McTighe, 2005). In fact, as Fisher and Frey (2021) note, teachers who establish purpose report that both their focus and that of their students is increased and accomplished. Additionally, Hattie (2023) states that clarity of statements regarding purpose and intentions has an effect size of 0.85 because all elements of guessing are removed and the path to understanding and achievement is clear. Since an effect size of 0.40 equates to one year of growth in learning, teacher clarity has a tremendous impact on students, nearly doubling the rate of learning in a year.

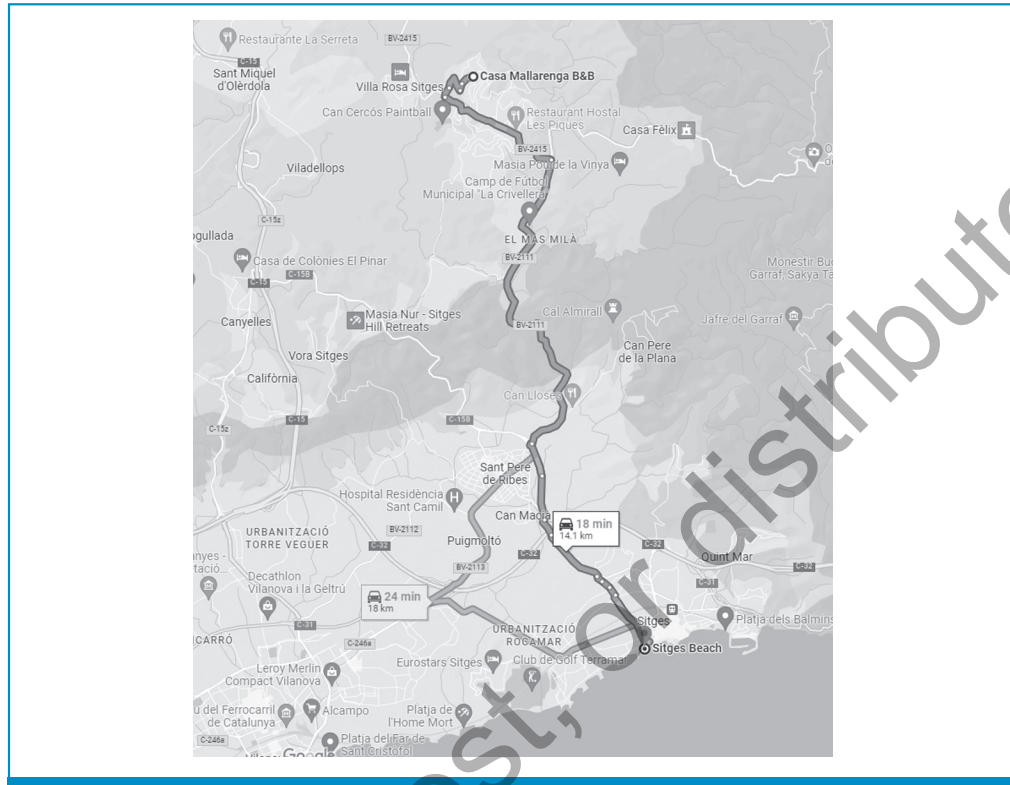
The power of clarity is also important when written texts are shared. Both the author and the recipient must have no misgivings about the intent of the shared information. Clarity certainly eliminates or reduces any potential for miscommunication.

WHAT IS THE PURPOSE?

It's not uncommon to need support to clearly see the path to accomplishing our purpose. For example, Sheriff Elaine Tarantino recently visited friends in Barcelona, Spain, and wanted to explore the nearby beach town of Sitges. Her hosts recommended that she take the picturesque seaside roads instead of the most direct route (which would land her on efficient—but not scenic—highways) by selecting the “avoid highways” option on her GPS app. Sheriff Tarantino's friends knew what her purpose should be: to not only get to Sitges, but to also see certain landmarks along the way. Without this sense of purpose at the beginning, Sheriff Tarantino (and her app) would not have put her on the correct route, and she would have missed an integral part of her experience in Spain.

Purpose in writing functions in a similar way: without it, readers may find themselves on a route they didn't anticipate. At best, that route may be efficient but not appropriate for their needs. At worst, they may end with a wrong conclusion or pull out of the task completely. When preparing for a writing experience, students may also need support to identify their purpose and the path for accomplishing it, especially if the structure of writing they are attempting is unfamiliar to them. To prepare students to understand the importance of identifying their purpose for a writing task and then know how to proceed accordingly, we need to acquaint them with different types of purpose called for in real job situations. They need experiences that promote the idea that they will be called upon to complete various types of writing tasks in any career they choose. Knowing the

Figure 1.0 • Knowing Where You Want to End Up Helps Plan How You Get There



purpose of their writing and then being able to create an appropriate plan will promote success with their lifelong writing endeavors.

The Different Types of Writing Purposes

Perhaps the best-known teacher of purpose is Aristotle, who identified three modes of persuasion that are often referenced by English teachers: to teach, to inform, and to delight. While most reasons for writing do fit into these three modes, expanding them a bit provides more possibility regarding the intentions of writers, especially as they move into workplace situations. We've attempted this expansion between writing in the classroom and writing beyond the classroom by building, through example, beyond Gallagher's (2011) "6 Real-World Writing Purposes" which he developed from the work of Bean et al. (2003) (see Figure 1.1). We have expanded the explanation of the role the writer plays in the writing situation and have also provided examples to show where this writing exists in the workplace.

Figure 1.1 • Six Main Writing Purposes

Purpose	Explanation	Examples
Express and Reflect	The writer describes something from his or her own experience. . . . uses that experience to reflect on who he or she is as a person; reflects on how he or she fits in the world; and/or reflects on broader questions about culture, humanity, and the planet.	Blog Memoir Editorial Poetry Fiction/nonfiction
Inform and Explain	The writer tells the reader about something (or someone) he or she didn't know about before or gives new information about someone (or something) the reader already knows about.	News article Report Presentation Incident report
Evaluate and Judge	The writer "reviews" something (could be a restaurant, song, sports team, YouTube video, brand of cell phone, etc.). . . . may compare two or more things.	Critique Review Evaluation Financial review Consumer report Product reviews
Inquire and Explore	The writer takes on an open-ended question or problem. . . . explores it and "wrestles with it" during the course of the piece.	Research project Proposal Article/blog Arts review
Analyze and Interpret	The writer examines a scientific study, piece of data, movie, poem, meme, etc., and analyzes its form and content, thereby revealing interesting things about both the piece under analysis and the wider world.	Data analysis Art review White paper
Take a Stand/ Propose a Solution	The writer makes an argument about something that matters to him or her. . . . may be writing in order to propose a specific solution, or simply to expose a problem.	Opinion-editorial Speech Persuasive essay Social media campaign Infographic



YOUR TURN: MAKING A MODEL TEXT

Now using what was learned from the experience of Sheriff Tarantino and her friends and also the six main writing purposes shared in Figure 1.1, write a website post to your students that makes obvious your purpose for writing. Using the template in Figure 1.2 you might inquire about their opinion regarding your school's cell phone policy or inform them of your instructional plan for the semester, or inquire about topics they would like to have explored or ask their opinion regarding a possible text they would like to have added to the curriculum. Once you select the topic make the purpose for writing explicit. The template below is similar to the one you'll ask students to use when they do this activity themselves.

Figure 1.2 • Web Post Writing Template

Purpose:
Audience:
Online Post:
<p>Self-assessment check:</p> <ul style="list-style-type: none"> • Addresses my audience with an appropriate greeting. • Expresses the intent/purpose early in the body of the communication. • Uses language that strikes a friendly yet professional tone. • Messaging is clear, understandable, and approachable. • Closes using professional words and in the way you want to be addressed. • Contains signature (if needed) and contact information (if needed).



Available for download at resources.corwin.com/ClassroomToCareer



THEIR TURN: WRITING USING MODELS

After a think-aloud identifying how you made your writing choices in your website post to students, invite them to use your example as a model to craft a message to an audience they choose. Again, emphasize how you addressed the **purpose** in your message and invite students to also identify the **purpose** for writing in their message. When they finish, invite them to self-assess their message to determine if it

- contains a greeting,
- expresses the **intent/purpose** early in the body of the communication,
- uses language that strikes an appropriate tone,
- contains clear, understandable, and approachable language, and
- closes appropriately with contact information and their signature (if needed).

Have them revise and edit accordingly. This would be a perfect opportunity to invite students to share their paragraphs with a peer(s) and also to coedit each other's text.

Students can use the downloadable graphic organizer, Student Writing Template, found at resources.corwin.com/ClassroomToCareer.

WHY SHOULD WE FOCUS ON UNDERSTANDING PURPOSE?

You may be thinking that many of the purposes of writing in Figure 1.1 seem very “English-y,” but throughout this book, we hope to demonstrate how many careers, especially those that don’t seem writing heavy on the surface, require writing tasks involving at least one of the six identified purposes. Writing is a component of most jobs. In fact, *Forbes* magazine noted that most financially lucrative jobs like technical writers and editors, engineers, traditional journalists, nurses, editorial directors, editors-in-chief, web developers, and carpenters need accurate spelling, grammar, and punctuation skills to be able communicate ideas clearly and succinctly with employers, clients, and supervisors (Anders, 2016). Writing skills are also prevalent in newer careers that involve sharing digital content through writing. So if you’re preparing content strategists, content marketing managers, content managers, nurses, engineers, and web producers, carpenters, and, yes, even plumbers who track expenses, take inventory,

order supplies, and plan project calendars, they'll need to know how to write. There are also careers within business development, science technical writing, and policy analysis that require writing for a purpose. What all these careers have in common is the need for capable, confident writers who know they

- are writing to an identified audience,
- want to share a particular message (**purpose**),
- want to say it the best way possible,
- want to use a language style that will be received well, and
- want to include information that will accomplish their goal.

Yes, folks with English degrees aren't the only people who need to be confident in their writing skills. The majority of professions require some knowledge of writing and the purpose of each written text must be clear if its author is to be successful in sharing information. Consider that most people in the workforce are similar to Sheriff Tarantino. She uses writing daily in her position, providing police reports for incidents and daily routines. It is hard to find a job today that doesn't require strong writing skills.

HOW DO WE SUPPORT STUDENTS TO THINK ABOUT PURPOSE WHEN THEY WRITE?

If you aren't yet convinced that writing will play a major role in almost any career, consider the national content teaching standards. Why do they all specifically emphasize the importance of purposeful writing? The answer is probably because writing will play a part in every career choice. Take a close look at standards for purpose-based writing from the Common Core English Language Arts, the root of many state standards throughout the United States. While standards may differ slightly across state lines, teachers in every state will be able to call out standards that connect writing and purpose. Most standards, regardless of discipline, highlight purposeful writing. For example,

- World history standards call for writers to use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims (CCSS.ELA-Literacy.WHST.9-10.1c).
- Math standards highlight a focus on purpose as they ask writers to describe the nature of the attribute under investigation, including how

it was measured and its units of measurement (CCSS.MATH.CONTENT.6.SP.B.5.B).

- Similar to these, the Next Generation Science standards ask writers to obtain, evaluate, and communicate their intent or purpose for sharing information (NGSS).

Notice in these standards students are called upon to engage the audience with a clear statement of their intent or purpose.

As you were reading each of these content standards that focused on the development of writing skills for students, you probably realized that regardless of one's profession the creators of these standards feel that one must be taught to be a competent writer because there will be a need to share information in some type of written form. Students must be prepared to write in any profession since having writing skills is at the top of the list of what employers look for when interviewing and hiring in most professions, notes Burning Glass Technologies—a software company that identifies employment trends by mining employment ads to cull employment trends and requisites for employment. It's clear that being able to share information in writing can win a person the employment opportunity.

In all of the career examples you will see throughout this book, we present how real people navigate the demands of their workplace by knowing how to use writing to communicate using their institutions' common language and values to achieve a shared purpose. Linguist Swales (1988) termed this phenomena a “discourse community” and described them as “groups that have goals and purposes, and use communication to achieve their goals.” Students, often unknowingly, are also members of many discourse communities but need us to help them understand what that means, and how to leverage their membership to their advantage. Examples of common non-career discourse communities could include families, members of a fraternity or sorority, contributors to the same academic journal, or fan club members who post to a shared blog for their favorite artist.

As seasoned members of multiple discourse communities where we share many variations of language from very informal to very formal, we know that writing efforts are a fruitless endeavor if they lack a sense of purpose. When reflecting on your own tools for purposeful writing, you would most likely find a wide base of model texts living in your brains. Ones that you use to guide your writing. For example, an English teacher knows the overall purpose and components of a successful argument quite well, whereas a history buff will have deep knowledge of the characteristics of a government document that guides its purpose as an informational text, and a sports enthusiast or broadcaster will know how to compile and purposefully share data in the form of newscasts and events.

PAUSE AND CONSIDER



What discourse communities do you participate in? How about your students? Think about intersections and differences and how these affect your verbal and written communication. As you read through the book and examples, return and jot down any new ideas you have.

Because we each participate in multiple discourse communities, we can select which text style is best to use, when to use a particular one, and why to use it. For example, a banker writing an email to her client might choose to send graphs and diagrams to explain interest rates for a mortgage loan, and then would also add other clarifying text if she knows more information is needed to promote the message. She may add a description shared in words or an additional illustration. This would occur because her purpose is to convey information to her targeted audience and to do so she must consider both her intent and the base of knowledge of her audience. These behaviors can be taught and continually refined through instructional opportunities that invite writers to reconceptualize how to share information by considering their purpose and their audience. (Chapter 2 digs deeper into determining audience need.)

To begin teaching students the power of having a clear purpose for their writing, explain how they must ask themselves *what's my reason or purpose for writing this text? What is my intent for this written communication?* Remind them not to confuse the topic of their writing with the purpose for their writing.

Encourage them to identify their purpose for writing by considering:

Am I writing this particular piece to do one or more of the following?

- Inform the reader regarding information or a position
- Share a personal account
- Share data or entertain
- Critique or offer a review
- Argue a position
- Compile notes about a study, data, or a text
- Propose a solution
- State or expose a problem
- Ask for help
- Explore a concept or idea
- Offer help or consultation

Without being redundant, it's important to identify that the purpose for writing is a major step to sharing the message. Sharing models can help your students understand how other writers have shared their purpose in the texts they write. Much like a fledgling musician emulates (and even copies) his or her musical heroes, a developing writer might gain a sense of what good writing is—and then begin to imitate it—by seeing excellent examples. In order to facilitate this transfer from mimic to master, teachers must offer students opportunities to dissect and understand how effective texts approach audience, promote a purpose, and are never finished on the first draft.



YOUR TURN: THINK-ALoud

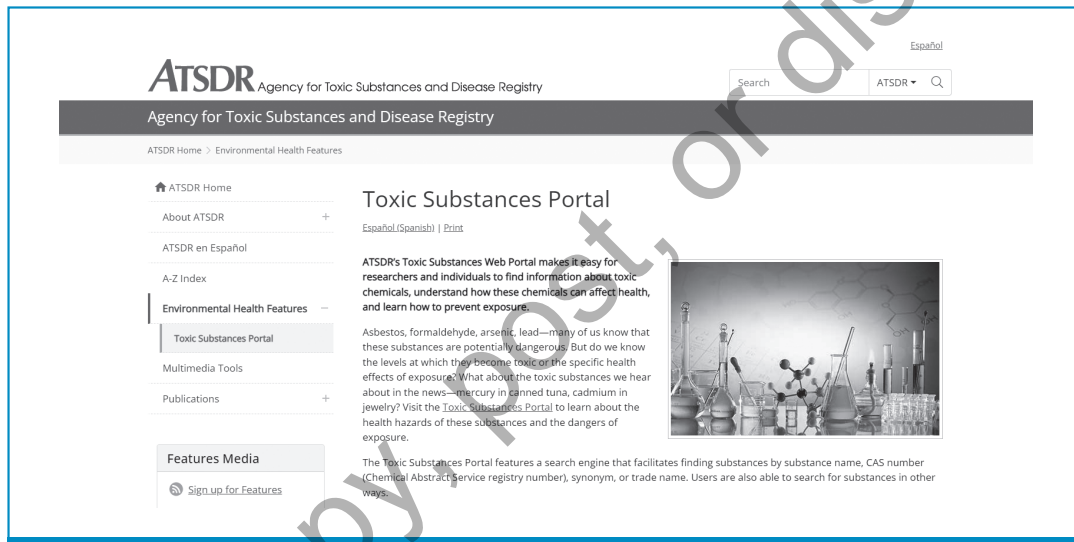
To begin, model for students how you would peruse many texts related to the topic you plan to write about. Encourage students to note how each author established the purpose for their writing. Point out several. Then select a text and script a think-aloud to show students how you would identify the author's purpose of a text related to a topic of interest to you. Also illustrate how you would note evidence supportive of your thinking. To illustrate this thinking-aloud process, we'll share an example with a biology focus.

(Continued)

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Notice in this example of an article from the Centers for Disease Control and Prevention (CDC), shown as Figure I.3, how scientific evidence is used for the purpose of spurring an audience to action. Use the graphic organizer in Figure I.4 and annotations to analyze and track how an author establishes purpose within a text. Further model for students by reading the CDC's feature on environmental health (available online at <https://www.atsdr.cdc.gov/features/toxicsubstances/index.html>). Next evaluate how it sets a purpose and then uses evidence and reasoning to support its aim of informing a wide audience about toxic substances. Ultimately, the goal is for students to develop a schema for writing once they have identified their purpose.

Figure I.3 • This CDC Website Has a Purpose



Source: Agency for Toxic Substances and Disease Registry/Center for Disease Control.

Figure I.4 • Purpose/Evidence Graphic Organizer—Part I

<p>Purpose of text: <i>To inform the reader</i></p>	<p>Textual evidence (where did you find the purpose?): <i>“ATSDR’s Toxic Substances Web Portal makes it easy for researchers and individuals to find information about toxic chemicals...” —The author is sharing an informational website that will be a learning resource for those that explore it. The author is informing the readers that this resource exists for their use.</i></p>
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THEIR TURN: STUDENT PRACTICE

Now offer students a more complex text that presents data and action steps. Choose a text that corresponds to a topic you are teaching. We'll share an example of how this might work with an article from the online source Science Daily. Our example text, *Uncertainty on climate change in textbooks linked to uncertainty in students* (North Carolina State University, 2021, see <https://bit.ly/3Yqdk2l>), is a summation of a longer research article. Intended for an audience with a deeper science background, students could alternatively read the original article that this summative Science Daily article is based on (Busch, 2021, *Textbooks of doubt, tested: the effect of a denialist framing on adolescents' certainty about climate change*).

Ask students to identify the purpose in the text and record their insights in the Tracking Purpose in a Text graphic organizer (Figure 1.5; downloadable from the companion website). Always model, using a think-aloud, how you would use the graphic organizer. For example, you can think aloud about the first few lines in the Science Daily article noted above like this:



Access this Science Daily article via the QR code (bit.ly URL in above paragraph)

The first sentence of the article states, "A new study from North Carolina State University suggests textbook wording that portrays climate change information as uncertain can influence how middle and high school students feel about the information, even for students who say they already know about climate change and its human causes." I think this is clarifying the purpose of this article which is to inform readers that textbooks can affect how students think about a science topic—climate change in particular. I think they are going to cite data to support this claim. I'm going to make a note in the graphic organizer to document what I notice in the text about purpose.

Figure 1.5 • Purpose/Evidence Graphic Organizer Example

Article: *Uncertainty on climate change in textbooks linked to uncertainty in students*, from Science Daily online (<https://bit.ly/3Yqdk2l>)

Purpose of text	Textual evidence (where did you find the purpose?):
<i>Example: to inform the reader that textbook wording affects the student-reader.</i>	<i>Example: A new study from North Carolina State University suggests textbook wording that portrays climate change information as uncertain can influence how middle and high school students feel about the information, even for students who say they already know about climate change and its human causes.</i>

(Continued)

(Continued)

<p>Purpose of text</p> <p><i>Example: to inform the reader that students' prior knowledge of climate change had little effect on their thinking as they read a text about climate change.</i></p>	<p>Textual evidence (provide evidence of the strategy):</p> <p><i>Busch saw that knowledge and beliefs of students and of the people in their social circle didn't have a statistically significant impact on how students reacted to the textbook information.</i></p>
<p>Purpose of text</p> <p><i>To inform the public that some textbooks are not up to date in terms of climate change information.</i></p>	<p>Textual evidence (provide evidence of the strategy):</p> <p><i>Busch said that there are other signs that climate change topics are absent or mistreated in classrooms. A report from the National Center for Science Education found 10 states received a grade of D or worse for their standards for climate change education, and that included some of the country's most populous states.</i></p>
<p>Purpose of text</p> <p><i>To inform readers that there are other influences on students' understandings of climate change.</i></p>	<p>Textual evidence (provide evidence of the strategy):</p> <p><i>Other studies have found that social norms — such as the beliefs and attitudes of their friends and family members — can be very influential for teens and can predict how accepting young people are of climate change.</i></p>



It's important to remind students that the purpose for writing will vary across disciplines and across careers. There are several examples shared below, but when looking for your own models to share with students, be sure to find ones that make each purpose obvious to readers. Share models or even create examples to illustrate how writers think through the purpose for their message. The models you select should exhibit the features you want students to see and emulate. These include:

- **Make it specific.** Your statement of purpose should tell the reader exactly why you are writing. For example, Are you writing to express something, to inform the reader, to persuade the reader, or to share a work you've created?
- **Make it clear.** After reading your purpose, none should wonder about your intent.
- **Make it concise.** Get to the point quickly; add supports as needed.
- **Make it obvious.** Your topical expertise should be obvious.
- **Make it succinct.** Say it once; avoid repeating.

PAUSE AND CONSIDER



What are the most common purposes for writing in your discipline? What specifically will you look for in the model texts you choose? Which specific standards would you like to focus on? Note any specific models you might use from this book as you read through the chapters.

The following examples can be shared with students to emphasize how purpose matters in several careers with varied disciplinary backgrounds:

1. As a landscaper, I am writing to a client (audience). I aim to share the scope of work I intend to get a contract for. The reaction I want to achieve is that the client understands what I will do during this project, they think my rate is fair for the scope of work, and they hire me. My purpose for writing this piece is to **persuade** the customer that I am the perfect person for the job.
2. Regardless of one's work position, adults often have a need to share their thinking in a letter to a company or political figure. I am incensed about the increase in gas prices, so I am writing a letter to the editor of the local paper (audience). My purpose is **to take a stand** and **explain** why I think our gas tax should be revoked and also **inquire** if others want to join me in writing a petition to the governor.
3. I am having a conflict with a coworker because of misunderstandings about our responsibilities. I want to accomplish two purposes with my message: I want to **inform** my employer (audience) of the problem and **express** my willingness to meet with the employer and colleague to identify a solution to resolve the problem.

4. I have analyzed a section of a scientific reading with the purpose of **explaining** some specific information to peers (audience) I am working with in a collaborative writing group.
5. I want to **inform** the owner of the local art gallery (audience) that I would like to share my portfolio for her review. My purpose is to **showcase my work** with the intent of having it displayed in the gallery.

Once you've shared models from your discipline, offer students a sentence frame to support them in identifying the reason, the purpose for their writing.



THEIR TURN: IDENTIFYING AUDIENCE AND PURPOSE

SENTENCE FRAME SUPPORT

I am writing this piece to share with ____ (audience) _____. The reaction I am hoping to achieve from this audience is _____. My purpose for writing this piece is to _____.

Note to self: Do I have all of the facts and language I need to write this piece now, or do I need to investigate some information in order to achieve my goal or purpose?

Note, too, that purpose and audience walk hand in hand. Chapter 2 provides further support in teaching students how to consider audience in their writing.

Once students have established a purpose for their writing, invite them to share their examples in small groups and have their peers respond by telling them if they understand the reason they are writing and also if the response they are hoping to obtain is clear.

Composing for a Specific Purpose

Before students begin composing, guide them to build an understanding of a topic and to identify their purpose for writing. There are several ways to give students practice writing with purpose in mind, but here we'll continue with an example from a science class, to build on the model texts described previously. Science teachers might guide students to **investigate a science-based issue that impacts lives**, such as:

- clean drinking water,
- national parks protection,
- single use plastics,
- carbon-based fuels,
- ocean acidification, and others.

Ask students to investigate an issue they choose by reviewing research and data around their topic.

Collaborative conversations among students researching the same, or related topics, can also help them to develop deeper understandings around the topic. Consider asking students to discuss these questions: What's the issue? What data surrounds the issue? What are the various opinions around the issue? What are the implications for people, society, and/or future studies? What are the important details to share with others? What are the concerns?

Have students write letters to a local government agency, a community board, or some other entity that has the ability and authority to act on the issue. Students should include data, research-based ideas, and they should clearly convey their desire for action and/or change.

Students will need to consider credible sources when studying their topics. If they need help evaluating source credibility, this article by Lapp et al. (2014) identifies criteria for credible source selection. Scan the QR code to access this article.



<https://bit.ly/4ISIHU8>



THEIR TURN: CLARIFYING PURPOSE IN DRAFTS

After students have a “first go” at their writing, have them review their message to be sure their purpose is clear. If not, the following questions can support adding additional clarity. Use these feedback stems to help students home in on the reason for writing while keeping the intended audience in mind.

- I'm noticing that many of our letters have effective (scientific) evidence about _____ and examples of how you see _____ affecting our environment/lives; however, I don't get a sense of what you want me to do with that information. What could you add to clarify this?
- What do you want the board/organization/person to do?
- Why do you want him/her/they to act?

(Continued)

(Continued)

- How could the reader(s) of this text make a difference?
- What role could you play in further action?
- What next steps could you outline?
- You have a plan/ideas for action. What else could you add to emphasize the purpose of this writing?
- What needs to stop to further a positive outcome?
- Consider adding this: We request the following three [four, five, etc.] measures be implemented by the _____: [list continues here]

After students review a few model texts and identify the purpose for which each has written, have them revisit their own writing. Science texts can be found easily via a web search. Here are a few places to start:

- Time for Kids/Science: <https://www.timeforkids.com/g56/sections/science/>
- Science Daily: <https://www.sciencedaily.com/>
- National Geographic Kids: <https://kids.nationalgeographic.com/>
- Science News: <https://www.sciencenews.org/>

Single-Point Rubric to Guide Writing

Provide a rubric to help students determine if their piece of writing needs more revision or editing. We prefer a single-point rubric such as the one in Figure 1.6 because it focuses on the expected level of proficiency. In forthcoming chapters, we'll discuss aspects of writing beyond purpose, including audience, voice, evidence, and revision. For now, the rubric in this figure focuses on how purpose might connect to these other aspects of writing. (You can download this rubric from the online companion, as well.)

Figure 1.6 • Purpose-driven Writing Rubric

Needs Work	Meets Expectations	Exceeds expectations
	<p>My piece has a clear, locatable purpose and message. It can be summarized in a sentence or two.</p> <p>I have demonstrated knowledge of my audience by:</p> <ul style="list-style-type: none"> • My word choice (I have used language that is appropriate to my audience). • My use of evidence (I have included examples, illustrations, and other artifacts that will best convince my audience). • My tone (I have made certain stylistic choices to further my purpose with my audience). • My formatting choices (I have considered the structure that best suits my purpose and audience). <p>I have used outside, credible sources to support my thinking.</p> <p>I have used the editing and revision process to refine and tighten my work; there is evidence of change between my first and last drafts.</p> <p>I have solicited feedback from a non-classmate and included a feedback form.</p>	



As seen in this example, the single-point rubric helps students identify areas that need more work and areas that exceed criteria. The rubric is specific and detailed in terms of criteria. A teacher can add notes to the rubric, if desired. Single-point rubrics are clear, easy to read, and provide an opportunity for students to reflect on their work, receive feedback, and can then be used to guide revisions. We find that it makes the success criteria obvious to the student. Single-point rubrics have a few advantages worth considering:

- they take much less time to create than, say, an analytical one;
- students are more likely to read and use them because they are less wordy; and
- they place fewer limits on the potential of the assignment.

Revision based on feedback.

The writing process is not complete until the writer has revised based on feedback offered by the teacher or a peer. We'll discuss feedback and

editing in greater detail in a forthcoming chapter and will just touch on the processes here as they relate to purpose. The peer feedback process offers a benefit for the reviewer and for the reviewee. A peer feedback form offers a structure that guides the reviewer to focus on key areas (Figure 1.7; downloadable from online companion). Peers focus on the intended purpose, given the audience which is identified by the writer of the text. Students should use the feedback to fine-tune their writing.

Figure 1.7 • Purposeful Writing Feedback Form

Writer Name: _____

Reviewer Name: _____

Writer fills in this section:
Purpose for writing (what do you want the reader to think or believe?): _____ _____
Who is your audience? _____ _____
Reviewer fills in this section:
Purpose for writing (What do you identify as the purpose of this writing? Cite your evidence.) _____ _____ _____
Is the writing appropriate for the audience? (Explain your response.) _____ _____ _____
Do you have any other comments or suggestions for the writer? _____ _____ _____



Success Criteria Checklist.

The final step is for students to evaluate their learning against the earlier established success criteria. Figure 1.8 shows a success criteria checklist that students could use to note their own growth.

Figure 1.8 • Success Criteria Checklist

- I located and underlined my thesis sentence[s] that indicate the purpose of my text.
- I reverse-outlined my paragraphs; each paragraph makes a single point to support my purpose.
- I found and circled my evidence; it directly supports and is appropriate for my purpose.
- I provide reasoning to explain my evidence; I have highlighted my reasoning.
- My writing (Op-Ed) has been read by another person and I have used the peer feedback to revise.



SUM IT UP

As we guide our students along their journey of becoming confident readers and writers, we must not forget the importance of a plan. Just as we make a list before we go to the grocery store or—like our first example with Sheriff Tarantino—plan a route for a road trip before we go, the writing our students do needs to have a clear focus and trajectory. As we hope you’ve seen in this chapter, competent, purposeful writing begins with identifying the purpose for writing and then examining models to clarify the intent. There should be little mystery about how or why a model text has achieved its purpose; too often students are excluded from understanding the inner workings of a text. Let’s pull back the curtain and give them the tools they need to analyze good writing. When students know how successful writing works, they are more likely to produce it themselves!

ANTICIPATION GUIDE

Revisit the anticipation guide that appeared at the beginning of the chapter to check and expand your initial responses. Even if you had the correct answer, now you can add an explanation that illustrates your deepened understanding.

Possible Fact	True	False	What else can you add?
Knowing one's purpose helps to maintain a focus throughout any activity or writing.	T		
A clear statement of purpose informs the reader of what to anticipate in the text.	T		
Peer editing often confuses the focus of the purpose.		F	Peer editing is an additional support to writers that often helps them to identify how well the purpose of their text is being understood.