**Why do people write blogs? Analyzing Author’s Purpose**

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**POST**

**People**

*Who are my students and what are their learning goals? What are their existing technology skills, areas of challenge, and level of access to technology devices?*

My students are adult women aged 18-60+. In the classroom, my students have access to our mobile laptop lab and their Smartphones. 80% of my students have Smartphones and are comfortable using them. Few of my students have computers or internet access at home outside of their phones. Most of my students have basic computer skills but few are fluent with word processing or other Office software. Most can type somewhat, but are more comfortable typing on their phones than on the computer. The level of skill in navigating websites varies. Typing in long URLs is a logistical difficulty in the classroom and slows down the lesson.

My students are working to pass the math HiSet as part of earning their High School Equivalency. In addition, many of my students are working to improve their family’s situation and to get a better job.

I chose to explore blogs for a couple of reasons. First of all, investigating blogs became a nice wrap up for a unit on author’s purpose, since blogs are written for so many different reasons. In addition to supporting the academic content, blogs are fairly accessible: they are fairly easy to navigate, free to access, and come in a variety of reading levels and topics. In addition, I wanted to expose my students to the idea of ordinary people creating online content. While we used desktop computers to explore many different blogs in class, students could access any favorites from their Smartphones, if they wanted to read further outside of class.

**Objectives**

*What are the learning objectives for the unit/lesson? When possible, objectives should describe observable behavior. What will the learners be able to do at the end of the unit/lesson?*

At the end of this project, students will be able to:

1. Identify basic parts and organization of a blog, and give some examples of types of content you might find in a blog.
2. Navigate a basic blog to read posts of interest.
3. Orally or in writing, identify the author’s purpose(s) for writing a chosen blog.
4. Give at least two specific pieces of evidence from the blog to support their inference about author’s purpose.

**Strategy**

*Considering your students’ goals, their existing technology skills, and areas of challenge, what strategies will you apply to achieve the learning objectives of the unit/lesson?*

See lesson plan below.

**Technology**

*What technology tools best support your objectives and match your students’ skills? What do you have the capacity to implement?*

We will be using desktops with access to the internet to access the blogs. I also have a delicious.com account already set up. This helps with class momentum, because it allows me to have all the links available in one place, to avoid students having to type in URLs. I chose the websites ahead of time to make sure that students with less internet literacy would be able to access the blogs easily.

**LESSON PLAN: Why do people write blogs? Analyzing Author’s Purpose**

**Context:**

This set of lessons was used as a culmination of a unit exploring author’s purpose. The class I designed it for has reading levels ~GLE 10-12, and had already spent 7 weeks discussing ways to infer author’s purpose, including word choice and diction, figurative language, text structure, text features, visuals, and other literary techniques. Students have been using close reading techniques to draw inferences about an advanced level text and to use textual evidence to support their inferences.

This set of lessons was an opportunity for students to apply their analysis skills to new content that caught their interest. It also gave me a way to assess whether students could independently analyze texts of their own choosing. Blogs were ideal for this because all students were able to find a blog that interested them and because the genre includes texts written for all different purposes.

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**CCR:**

**Reading Standards -**

**Anchor 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Anchor 6:** Assess how point of view or purpose shapes the content and style of a text.

**Anchor 5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (Specifically, RI.1-3.5 – Using text features to navigate text and find information efficiently. While these skills are considered 1-3 grade level skills [below the level of this HiSet class], many adult students are less familiar with digital media and need explicit instruction around navigating webpages and understanding the features present in a digital text.)

**Time:** 3 X 60 min lessons.

**Materials:**

* One computer per student
* Internet access
* Copies of Assessment Document

**Activities:**

Lesson 1:

* Brainstorm students’ prior knowledge of blogs.
* Show a few examples of blogs that might interest students (maybe a cooking blog, blog about being a single mother, etc) to whet their interest.
* In pairs or individually, complete Blog Scavenger Hunt using previously chosen links (links are accessed through delicious.com). (See link and attached document)
* [www.delicious.com/mboston](http://www.delicious.com/mboston)
* Review gathered information. Did anything surprise them?

Lesson 2:

* Show students how to use links on delicious.com site to access lists of blogs. If needed, explain how to distinguish between blog content and advertising content. Make sure they can return to lists if they want to read a different blog.
* Give students time to peruse and explore until they find a blog that really interests them. Give them time to read!

Lesson 3:

* Have students return to a blog that interested them. Review types of evidence that they can look for to determine author’s purpose. Model an inference of author’s purpose with a blog from the first lesson’s examples. Model providing evidence to support the inference.

**Formative assessment:**

Students then, orally or in writing, analyze the blog of their choice and provide evidence to support their inference about the purpose of the blog. (See attached document).