## Statewide Manufacturing Curriculum
### Contextualized Writing Module

**Students will:**

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>CONTENT</th>
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</thead>
</table>
| 1. Identify and examine written industry-specific documents for purpose and audience | - Memo  
- E-mail  
- Fax  
- Telephone message  
- Note to inform: e.g., machine breakdown  
- Note to persuade: e.g., suggestion, complaint  
- HR forms  
- Instructions  
- Work task-related forms  
- Employee newsletter  
- Log  
- Schedule  
- Other forms |

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<tr>
<th>ACTIVITIES/RESOURCES</th>
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| - Student examines workplace documents and completes chart.  
  - Use: **Outcome 1 Activity 1** |
| - Student uses website: [http://writesite.cuny.edu/work/index.html](http://writesite.cuny.edu/work/index.html) to practice writing.  
  - Use: **Outcome 1 Activity 2** |
| - Student maintains an activity log.  
  - Use: **Outcome 1 Activity 3** |
| - Student reads and discusses various workplace scenarios.  
  - Use: **Outcome 1 Activity 4** |

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<tbody>
<tr>
<td></td>
<td>Student report of chart completion</td>
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<tr>
<td></td>
<td>Written e-mail</td>
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<tr>
<td></td>
<td>Log completion</td>
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<tr>
<td></td>
<td>Written responses to Think About It! section from each scenario</td>
</tr>
</tbody>
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| 2.       | Examine the stages of the writing process | - Prewriting: e.g., brainstorm with a graphic organizer such as clustering or mapping  
- Drafting  
- Revising: e.g., peer review, checklist, rubric  
- Editing  
- Distributing to writer's audience | - Student completes writing survey and holds up True/False cards.  
  o Use: **Outcome 2 Activity 5**  
- Students engage in paired writing activity, using Writing Mechanics Checklist to peer edit.  
  o Use: **Outcome 2 Activity 6**  
- i-Pathways: *Language Arts: Writing*—Unit 3: Essay Writing—Lesson 1: Process of Writing an Essay  
- Teacher observation |
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| 3. Practice writing style appropriate for the workplace | • Clear and concise sentences  
• Simple language  
• Precise supporting details  
• Accurate statements  
• Readable format  
• Well-organized thoughts  
• Reader-centered language with positive approach  
• Informative | • Student writes on the importance of reviewing a company Employee Handbook.  
  o Use: **Outcome 3 Activity 7**  
  • Student practices writing on topics from the *OSHA Safety Training Handbook* and uses Editing Checklist.  
  o Use: **Outcome 3 Activity 8**  
  • Student reads and discusses various workplace scenarios.  
  o Use: **Outcome 3 Activity 9**  
  • i-Pathways: *Language Arts: Writing*—Unit 2: Usage, Paragraph Organization, and Writing—Lesson 2: Confusing Words  
  • i-Pathways: *Language Arts: Writing*—Unit 2: Usage, Paragraph Organization, and Writing—Lesson 3: Word Choice  
  • i-Pathways: *Language Arts: Writing*—Unit 2: Usage, Paragraph Organization, and Writing—Lesson 4: Sentences and Paragraphs  
  • i-Pathways: *Language Arts: Writing*—Unit 2: Usage, Paragraph Organization, and Writing—Lesson 5: Writing Paragraphs  
  • CARS: *Writing*—Unit 4: Effective Sentences—Lesson 1: Word Choice & Lesson 3: Sentence Variety & Lesson 4: Sentence Clarity | Peer editing  
Teacher evaluation  
Written responses to Think About It! section from each scenario |
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| 4. Apply the writing process in a workplace context | - Write one-step instructions  
- Write multi-step instructions  
- Organize ideas in sequential order  
- Use linking words: e.g., transitions, conjunctions  
- Create and label a graph  
- Use industry-specific vocabulary linked to readings  
- Fill out or complete forms: e.g., Accident/Injury Report form  
- Write a communication appropriate to the workplace: e.g., summarize a work task | - Student completes accident report forms.  
  - Use: **Outcome 4 Activity 10**  
- Student completes Vacation Request form.  
  - Use **Outcome 4 Activity 11**  
- Students engage in sequencing activities on workplace safety using sentence strips and Sequence graphic organizer.  
  - Use: **Outcome 4 Activity 12**  
- Student reads and discusses various workplace scenarios.  
  - Use: **Outcome 4 Activity 13**  
- i-Pathways: *Language Arts: Writing*—Unit 1: Sentence Structure—Lesson 4: Understanding Sentence Structure  
- i-Pathways: *Language Arts: Writing*—Unit 1: Sentence Structure—Lesson 5: Combining Sentences  
- CARS: *Writing*—Unit 2: Sentence Structure/Mechanics—Lesson 2: Understanding Sentence Structure & Lesson 3: Combining Sentences | Teacher observation of form completions  
Partner information check  
Accuracy check of sentence strips and graphic organizer  
Written responses to Think About It! section from each scenario |
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| 5. Apply mechanics to writing | • Punctuation  
  • Spelling  
  • Grammar: e.g., sentence structure  
  • Capitalization  
  • Workplace abbreviations | • Student uses website http://owl.english.purdue.edu/ to practice writing mechanics.  
  o Use: **Outcome 5 Activity 14**  
  
  • Students engage in paired dictation.  
  o Use: **Outcome 5 Activity 15**  
  
  • Student reads and discusses various workplace scenarios.  
  o Use: **Outcome 5 Activity 16**  
  
  • i-Pathways: *Language Arts: Writing*—Unit 1: Sentence Structure—Lesson 1: Learning to Identify and Use Parts of Speech  
  • i-Pathways: *Language Arts: Writing*—Unit 1: Sentence Structure—Lesson 2: Capitalization  
  • i-Pathways: *Language Arts: Writing*—Unit 1: Sentence Structure—Lesson 3: Punctuation  
  Partner correction  
  Written responses to *Think About It!* section from each scenario |

*Completed student writing activities are compiled in an individual student portfolio.*