OUTCOMES	CONTENT		ACCECCMENT
 Identify and examine written industry-specific documents for 	 CONTENT Memo E-mail Fax Telephone 	ACTIVITIES/RESOURCES Student examines workplace documents (see content column) and completes chart. O Use: Outcome 1 Activity 1	ASSESSMENT Student report of chart completion
purpose and audience	 message Note to inform: e.g., machine breakdown Note to persuade: e.g., suggestion, complaint 	 Student uses website: http://writesite.cuny.edu/work/index.html to practice writing. O Use: Outcome 1 Activity 2 	Written e-mail
	 HR forms Instructions Work task- related forms Employee 	 Student maintains an activity log. Use: Outcome 1 Activity 3 	Log completion
	 Linployee newsletter Log Schedule Other forms 	 Student reads and discusses various workplace scenarios. Outcome 1 Activity 4 	Written responses to Think About It! section from each scenario

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
2. Examine the stages of the writing process	 Prewriting: brainstorm with a graphic organizer e.g., 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. Use: Outcome 2 Activity 5 Students engage in paired writing activity, using Writing Mechanics Checklist to peer edit. Use: Outcome 2 Activity 6 i-Pathways: Basic Writing – Unit 4 Lesson 4 – Revising and Editing i-Pathways: Basic Writing – Unit 3 – Lesson 2 CARS: Writing—Unit 3: Essay Writing—Lesson 1: The Writing Process Lesson 2: Essay Development Lesson 3: Writing Strategies 	Teacher observation of student responses Teacher observation

OUTCOME	S	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
 Practice wr style appro for the workplace 	opriate •	Clear and concise sentences Simple language Precise	 Student engages in a writing activity related to a Free On Board (FOB) Agreement. Outcome 3 Activity 7 	Peer editing
	•	supporting details Accurate statements Readable format Well-organized thoughts	 Student practices writing on topics from the OSHA Safety Training Handbook and uses Editing Checklist. Ose: Outcome 3 Activity 8 	Teacher evaluation
	Reade langua positive approa	Reader-centered language with positive approach Informative	 Student reads and discusses various workplace scenarios. Use: Outcome 3 Activity 9 i-Pathways: Basic Writing – Unit 1 Lesson 1 – Introduction to the Writing Process i-Pathways: Basic Writing – Unit 2 Lesson 2 – Understanding Sentence Structure i-Pathways: Basic Writing – Unit 4 Lesson 1 – Word Choice & Lesson 2 – Sentence Variety CARS: Writing—Unit 4: Effective Sentences—Lesson 1: Word Choice Lesson 3: Sentence Variety Lesson 4: Sentence Clarity 	Written responses to Think About It! section from each scenario

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
4. Apply the writing process in a workplace context	 Write one-step and multi-step instructions Organize ideas in sequential order Use linking words: e.g., transitions, conjunctions Create and label a graph 	 Student completes Bill of Lading and Traffic Accident Report form. 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. 	Teacher observation of form completions Partner information check
	 Use industry-specific vocabulary linked to readings Fill out or complete forms: e.g., Accident Report form 	 Use: Outcome 4 Activity 12 Student reads and discusses various workplace scenarios. Use: Outcome 4 Activity 13 	Accuracy check of sentence strips and graphic organizer
	 Write a workplace communication: e.g., summarize a work task 	 i-Pathways: Basic Writing – Unit 2 Lesson 3 – Combining Sentences & Lesson 4 – Errors in Grammar CARS: <i>Writing</i>—Unit 2: Sentence Structure/Mechanics—Lesson 2: Understanding Sentence Structure Lesson 3: Combining Sentences 	Written responses to Think About It! section from each scenario

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
OUTCOMES 5. Apply mechanics to writing	 CONTENT Punctuation Spelling Grammar: e.g., sentence structure Capitalization Workplace abbreviations 	Student uses website http://owl.english.purdue.edu/ to practice writing mechanics. Use: Outcome 5 Activity 14 Students engage in paired dictation. Use: Outcome 5 Activity 15 	Printout of scores for completed exercises Partner correction
		 Student reads and discusses various workplace scenarios. Use: Outcome 5 Activity 16 i-Pathways: Basic Writing – Unit 2 Lesson 1 – Identifying Parts of Speech CARS: Writing—Unit 2: Sentence Structure/Mechanics—Lesson 1: Identifying and Using Parts of Speech Lesson 2: Understanding Sentence Structure Lesson 3: Combining Sentences Lesson 4: Errors in Grammar *Completed student writing activities are compiled in an individual student portfolio. 	Written responses to Think About It! section from each scenario