## COMMUNICATION COMPETENCY CURRICULUM GUIDE

**Exit Competency B:** Students will demonstrate competency in writing at a college entry level using appropriate traits of writing in the following types of writing:

| 12: Technical writing, which includes data, descriptions, directions |

### Objectives:

By 9th grade, students will:

1. Write multi-step directions to complete a simple task by:
   - determining audience and utilizing appropriate language or terminology
   - developing appropriate sequencing or chronology
   - showing clarity and simplicity through choice of sentence structure, word choice and syntax
   - integrating tables, diagrams, charts or graphs as needed to supplement written text.
   - incorporating specifications into text, as needed, such as: measurements, dimensions, materials, time

### B-12 Assessment Examples

**Specific written product assessed with district rubric.**

### Possible Resources:

- Recipes
- How to build directions
- Science lab write ups
- Directions to follow a route
- Directions to complete a task
- How to read a graph or chart
- How to complete a module

### Possible Strategies:

B12 Instructional Strategies could include:

Integrates with how-to speech (Competency D1)

Suggestions:
- Recipes
- How to build directions
- Science lab write ups
- Directions to follow a route
- Directions to complete a task
- How to read a graph or chart
- How to complete a module

Integrates with:
- M C5, M C1, M B1
- S E
- E C 7
- FL C1

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May 17, 2001 - Topics for reading, writing, speaking, and listening may come from any competency area
**OBJECTIVES:**

**Exit Competency B:** Students will demonstrate competency in writing at a college entry level using appropriate traits of writing in the following types of writing:

<table>
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<td>1. Write multi-step directions to perform complex procedures and tasks by: - determining audience and utilizing appropriate language or terminology - developing appropriate sequencing or chronology - showing clarity and simplicity through choice of sentence structure, word choice and syntax - integrating tables, diagrams, charts or graphs as needed to supplement written text. - incorporating specifications into text, as needed, such as: measurements, dimensions, materials, time</td>
<td>Specific written product assessed with district rubric.</td>
<td><strong>Writer's Craft,</strong> 1998. Adopted for grades 7 - 12. - see Business Writing section, Technical Writing, of 12th grade text Webster's New World H.S. Writing Handbook, Sharon Sorenson, Prentice Hall, 1992 Career Center material Library resources Individual interviews</td>
<td>B12 Instructional Strategies could include: Integrates with tasks and procedures in content areas: - lab reports - math problems - vocational tasks - how to... Basic understanding of audience and appropriate style of writing transition words/phrases/sentences, and formatting through mini-lessons on separate topics during this unit or in units leading up to this one. Students read and analyze a variety of technical writing: directions from products you must assemble (stereos, kit cars, etc.) They must identify and analyze (1) content specific terminology (vocab); (2) examples of sequencing; (3) audience; (4) effective and ineffective formatting diagrams, graphs, captions, etc.; (5) word choice. In this unit, we reviewed types of elaboration details, senses, and metaphorical language. I use an in-class activity for direction giving (see attached Collaborating Artists) that...</td>
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**Possible Resources:**

- Career Center material
- Library resources
- Individual interviews
- see Business Writing section, Technical Writing, of 12th grade text
- Webster’s New World H.S. Writing Handbook, Sharon Sorenson, Prentice Hall, 1992

**Possible Strategies:**

- B12 Instructional Strategies could include:
  - Integrates with tasks and procedures in content areas:
    - lab reports
    - math problems
    - vocational tasks
    - how to...
  - Basic understanding of audience and appropriate style of writing transition words/phrases/sentences, and formatting through mini-lessons on separate topics during this unit or in units leading up to this one.
  - Students read and analyze a variety of technical writing: directions from products you must assemble (stereos, kit cars, etc.). They must identify and analyze (1) content specific terminology (vocab); (2) examples of sequencing; (3) audience; (4) effective and ineffective formatting diagrams, graphs, captions, etc.; (5) word choice.
  - In this unit, we reviewed types of elaboration details, senses, and metaphorical language. I use an in-class activity for direction giving (see attached Collaborating Artists) that...
**Exit Competency B:** Students will demonstrate competency in writing at a college entry level using appropriate traits of writing in the following types of writing:

1. Technical writing, which includes data, descriptions, directions

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- Direct instruction
- Individual instruction
- Library research

Forces students to think about how they give directions, how directions require audience analysis, and how directions require a variety of detail strategies. As a bonus, we discuss writing as a social process as opposed to a solitary experience.

The major assignment is to write a how-to paper (copies available).

I include skills in peer revision here. It works well with revising for clarity and analyzing their audience appropriateness (copies available).