High-Performance Writing: *A Structured Approach*
Advanced Descriptive Writing
Behavioral Objectives

Organization

Instructional Objective: To teach the student to write a well-organized descriptive composition with a clearly defined beginning, middle, and end.

Behavioral Objectives	First appears in lesson
The class cooperatively analyzes a descriptive passage for • An opening sentence at the beginning • Organization through spatial order to help the reader form a clear picture • An opening sentence at the beginning of each paragraph • Middle detail sentences in each paragraph • A transitional ending sentence in each paragraph • A final sentence that concludes the passage	1
The class cooperatively drafts and edits a descriptive passage about a storm common to the region where they live. The passage includes • An opening sentence at the beginning • Organization through spatial order to help the reader form a clear picture • An opening sentence at the beginning of each paragraph • Middle detail sentences in each paragraph • A transitional ending sentence in each paragraph • A final sentence that concludes the passage	2
The student drafts a descriptive passage about an occasion when he or she had a meal in a restaurant or at a relative's house. The passage includes • An opening sentence at the beginning • Organization through spatial order to help the reader form a clear picture • An opening sentence at the beginning of each paragraph • Middle detail sentences in each paragraph • A transitional ending sentence in each paragraph • A final sentence that concludes the passage	3

Organization (continued)

Instructional Objective: To teach the student to write a well-organized descriptive composition with a clearly defined beginning, middle, and end.

Using an editing checklist, the student edits a descriptive passage for • A first, second, and third paragraph, each with a topic sentence • A first and second paragraph with a transitional word, phrase, or sentence • A final paragraph with a closing sentence that brings the passage to a satisfying conclusion	4
Using a graphic organizer, the class cooperatively analyzes a description of a person for • An opening sentence that describes the person • A paragraph that describes the person's physical appearance • A paragraph that describes the person's personality • A transitional ending sentence in each paragraph • A closing sentence that brings the passage to a satisfying conclusion	5
Using a graphic organizer, the class cooperatively drafts and edits a description of Morgan Emerson. The description includes • An opening sentence that describes the person • A paragraph that describes the person's physical appearance • A paragraph that describes the person's personality • A transitional ending sentence in each paragraph • A closing sentence that brings the passage to a satisfying conclusion	6
Using a graphic organizer, the student drafts a personal description. The description includes • An opening sentence that describes the person • A paragraph that describes the person's physical appearance • A paragraph that describes the person's personality • A transitional ending sentence in each paragraph • A closing sentence that brings the passage to a satisfying conclusion	7

Organization (continued)
Instructional Objective: To teach the student to write a well-organized descriptive composition with a clearly defined beginning, middle, and end.

Using an editing checklist, the student edits a personal description for • An opening sentence that describes the person • A paragraph that describes the person's physical appearance • A paragraph that describes the person's personality • A transitional ending sentence in each paragraph • A closing sentence that brings the passage to a satisfying conclusion	8
The class cooperatively analyzes a personal response to a poem for • A beginning sentence that gives the title, the name of the author, and a personal opinion • A middle that contains detail sentences, including reasons to support the opinion with references to the poem • Comments on the subject • A closing sentence that includes a recommendation or caution to others about reading the poem	9
Given the writing prompt "Lady Liberty" and a graphic organizer, the student drafts and edits a personal response. The response includes • A beginning sentence that gives the title, the name of the author, and a personal opinion • A middle that contains detail sentences, including reasons to support the opinion with references to the poem • Comments on the subject • A closing sentence that includes a recommendation or caution to others about reading the poem	10

High-Performance Writing: *A Structured Approach*
Advanced Descriptive Writing
Behavioral Objectives

Content

Instructional Objective: To teach the student to write in the descriptive format, using the five senses, spatial order, personality traits and physical appearance details, and a personal response to the subject.

Behavioral Objectives	First appears in lesson
Using a graphic organizer, the class cooperatively analyzes a descriptive passage for a personal response of the character viewing the scene.	1
When analyzing a descriptive passage, the class cooperatively identifies words that show spatial order.	1
Using a graphic organizer, the class cooperatively drafts and edits a descriptive passage about a storm common to the region where they live.	2
Using a graphic organizer, the class cooperatively drafts and edits a descriptive passage that uses all five senses to describe a storm.	2
Using a graphic organizer, the class cooperatively drafts and edits a descriptive passage that describes events before, during, and after a storm.	2
Using a graphic organizer, the student drafts a descriptive passage about an occasion when he or she had a meal in a restaurant or at a relative's house.	3
Using a graphic organizer, the student drafts a descriptive passage about a meal he or she had in a restaurant or at a relative's house. The passage uses the five senses to describe the meal.	3
Using a graphic organizer, the student drafts a descriptive passage about a meal he or she had in a restaurant or at a relative's house. The passage describes events before, during, and after the meal.	3
Using a graphic organizer, the class cooperatively analyzes a physical appearance description of a person, including age, gender, clothes, hair, eyes, and other details.	5
Using a graphic organizer, the class cooperatively analyzes a description of a person which includes personality traits and evidence or examples to support each choice.	5
Using a graphic organizer, the class drafts and edits a physical appearance description of Morgan Emerson, including age, gender, clothes, hair, eyes, and other details.	6
Using a graphic organizer, the class cooperatively drafts and edits a description of Morgan Emerson that includes personality traits and evidence or examples to support each trait.	6

Content (continued)

Instructional Objective: To teach the student to write in the descriptive format, using the five senses, spatial order, personality traits and physical appearance details, and a personal response to the subject.

Using a graphic organizer, the student drafts a personal description of his or her physical appearance, including age, gender, clothes, hair, eyes, and other details.	7
Using a graphic organizer, the student drafts a personal description of his or her personality traits with evidence or examples to support each trait.	7
When given an example of a symbol (U.S. flag) the class states additional symbols and defines symbolism.	9
When presented with a poem containing symbolism, the class reads it and explains the symbolism in the poem.	9
The class cooperatively analyzes a personal response to a poem for - A personal opinion that tells whether or not the writer liked the poem - Reasons to support the opinion with specific references to the poem - A recommendation to others who might find the poem enjoyable or interesting or a caution to others if the poem is not recommended	9
Given the writing prompt "Lady Liberty" and a graphic organizer, the student drafts and edits a personal response. The response includes - A personal opinion that tells whether or not the students liked the poem - Reasons to support the opinion with specific references to the poem - A recommendation to others who might find the poem enjoyable or interesting or a caution to others if the poem is not recommended	10

High-Performance Writing: A Structured Approach
Advanced Descriptive Writing
Behavioral Objectives

Style

Instructional Objective: To teach the student to use a variety of literary conventions to expand and enhance a descriptive composition.

Behavioral Objectives	First appears in lesson
When presented with a glossary, the class cooperatively uses it to identify definitions and examples for nouns, verbs, adjectives, and adverbs.	1
When presented with a general noun, the class cooperatively identifies specific nouns that could replace the general noun.	1
Using a "Words for Writers" folder, the student collects and alphabetizes general and specific nouns, verbs, adjectives, and adverbs.	1
Using a graphic organizer, the class cooperatively analyzes a descriptive passage for words that describe the sensations the character was experiencing.	1
Using a graphic organizer, the class cooperatively analyzes a descriptive passage for nouns that describe the five senses.	1
Using a graphic organizer, the class cooperatively analyzes a descriptive passage for nouns, adjectives, verbs, and adverbs.	1
Using a graphic organizer, the class cooperatively analyzes a descriptive passage for examples of alliteration (metaphors, onomatopoeia, and similes).	1
The class cooperatively uses available technology to view an illustration of the descriptive passage being analyzed.	1
When presented with general words and specific words, the student categorizes each word on a chart then writes an adjective or adverb to modify each specific word.	1
When presented with a descriptive passage, the student cites examples of simile, metaphor, alliteration, and onomatopoeia from the passage.	1
Using a dictionary, the student identifies and defines words related to a storm and their definitions, and writes the information in his or her "Words for Writers" folder.	2
The class brainstorms words related to storms.	2
Given a thesaurus, the student locates synonyms for descriptive words, identifying the general and specific words.	2
Using a graphic organizer, the class cooperatively drafts a descriptive passage that includes words that describe the sensations the character was experiencing.	2

Style (continued)

Instructional Objective: To teach the student to use a variety of literary conventions to expand and enhance a descriptive composition.

Using a graphic organizer, the class cooperatively drafts a descriptive passage that includes examples of figurative language (alliteration, metaphors, onomatopoeia, and similes).	2
When presented with two paragraphs (one with figurative language and one without) the class states which paragraph paints a better picture in their minds.	2
When given a sentence containing a simile, the student identifies the simile.	2
The class cooperatively edits a previously drafted descriptive passage for use of similes, metaphors, onomatopoeia, and alliteration.	2
The class cooperatively edits a previously drafted descriptive passage for use of specific nouns and specific adjectives.	2
The class cooperatively edits a previously drafted descriptive passage for use of specific verbs and specific adverbs.	2
When cooperatively editing a descriptive passage, the class varies the first words of sentences.	2
When presented with sentences, the student decides if each sentence contains a metaphor or a simile.	2
The class cooperatively uses available technology and the thesaurus tool to identify synonyms.	2
The class brainstorms words related to food.	3
Using a graphic organizer, the student drafts a descriptive passage that includes examples of figurative language (alliteration, metaphors, onomatopoeia, and similes).	3
Using a graphic organizer, the student drafts a descriptive passage that includes nouns that describe the five senses.	3
Using a graphic organizer, the student drafts a descriptive passage that includes nouns, verbs, adjectives, and adverbs.	3
When presented with a descriptive passage, the student underlines the metaphors, circles the similes, and boxes the examples of onomatopoeia.	3
When presented with sentences, the student replaces the underlined words with more specific words and then rewrites the sentences.	3

Advanced Descriptive Writing
Behavioral Objectives

Style (continued)

Instructional Objective: To teach the student to use a variety of literary conventions to expand and enhance a descriptive composition.

When presented with a picture of a restaurant, the class cooperatively constructs a list of specific nouns, verbs, adjectives, and adverbs that describe the picture.	4
After completing a chart of specific restaurant words, the class cooperatively generates sentences that describe the restaurant.	4
When editing a descriptive passage, the student works with a partner to get ideas for improving his or her writing.	4
Using an editing checklist, the student edits a descriptive passage for figurative and descriptive language.	4
The student edits a descriptive passage by varying the first word of sentences.	4
Using the Writer's Guide, the student proofreads, publishes, and presents a descriptive passage.	4
The student uses available technology to write the final copy of a descriptive passage.	4
When presented with a paragraph that has underlined words, the student writes *N* above each noun, and *V* above each verb. Then the student circles each adjective or adverb that modifies a noun.	4
The class brainstorms words related to physical appearance and personality.	5
The class cooperatively analyzes a description of a person for specific nouns, verbs, adjectives, and adverbs.	5
The class cooperatively analyzes a description of a person for examples of figurative language (alliteration, metaphors, onomatopoeia, and similes).	5
When presented with paragraphs describing a girl, the student identifies words and phrases that describe the girl's physical appearance and infers personality traits, giving examples or evidence to support each trait.	5
The class cooperatively drafts and edits a description of Morgan Emerson that includes specific nouns, verbs, adjectives, and adverbs.	6
The class cooperatively drafts and edits a description of Morgan Emerson, including examples of figurative language (alliteration, metaphors, onomatopoeia, and similes).	6
When cooperatively editing a description of Morgan Emerson, the class varies the first words of sentences.	6

Style (continued)

Instructional Objective: To teach the student to use a variety of literary conventions to expand and enhance a descriptive composition.

The student writes sentences that use figurative language to describe a person's physical appearance.	6
The student writes sentences that use figurative language to describe a person's personality.	6
When presented with sentences, the class cooperatively restates and rewrites the sentences, changing the order to make them more interesting.	7
The student drafts a personal description that includes specific nouns, verbs, adjectives, and adverbs.	7
The student drafts a personal description that includes examples of figurative language (alliteration, metaphors, onomatopoeia, and similes).	7
When presented with sentences, the student changes the word order and rewrites each sentence.	7
When presented with sentences, the class cooperatively restates and rewrites the sentences, changing the general words to specific words to make the sentences more interesting.	8
When presented with sentences, the class cooperatively restates and rewrites the sentences, adding words that describe or modify to make the sentences more interesting.	8
When editing a personal description, the student works with a partner to get ideas for improving his or her writing.	8
Using an editing checklist, the student edits a personal description for figurative and descriptive language.	8
The student edits a personal description to make the passage more interesting: varying the first word of sentences by changing the order of the words, changing a general word to a specific word, or adding words that describe or modify.	8
Using the Writer's Guide, the student proofreads, publishes, and presents a personal description.	8
The student uses available technology to write the final copy of a personal description.	8
When presented with sentences, the student uses a variety of strategies to rewrite the sentences, beginning each sentence with different words.	8

Style (continued)

Instructional Objective: To teach the student to use a variety of literary conventions to expand and enhance a descriptive composition.

When presented with sentences containing blanks and word choices, the class cooperatively inserts the correct homonym in each blank.	9
The class cooperatively uses the following tools to assist them in choosing the correct homonym: • Read the sentence and think about how the word is used • Look up the homonyms in a dictionary • Choose the word that makes sense in the sentence because of its meaning	9
Using a "Words for Writers" folder, the student collects and alphabetizes homonyms.	9
The class cooperatively analyzes a personal response to a poem for evidence of symbolism and figurative language.	9
The class cooperatively analyzes a poem for use of rhyming patterns such as *abab.*	9
When presented with sentences containing blanks and word choices, the student chooses the correct homonym for each blank.	9
The class cooperatively explains the definition of *etymology* and then locates and interprets the etymology of several words in a dictionary.	10
When presented with a sentence, the student reads each word with foreign origin, identifies the foreign origin, and defines each word.	10
Given the writing prompt "Lady Liberty" and a graphic organizer, the student drafts and edits a personal response that includes examples of symbolism, figurative language, and rhyming patterns	10
When presented with a paragraph containing blanks and homonym choices, the student finds the homonyms in the dictionary and chooses the one that makes sense to complete each sentence.	10
Using the Writer's Guide, the student proofreads, publishes, and presents a personal response.	10
The student uses available technology to write the final copy of a personal response.	10

High-Performance Writing: *A Structured Approach*
Advanced Descriptive Writing
Behavioral Objectives

Mechanics

Instructional Objective: To teach the student to use proper grammar, spelling, capitalization, and punctuation in a descriptive composition.

Behavioral Objectives	First appears in lesson
When writing words in a series in the "Words for Writers" folder, the student separates the words with commas.	1
When cooperatively editing a descriptive passage, the class uses proofreading marks found in the Writer's Guide.	2
The class cooperatively edits a descriptive passage for correct capitalization and punctuation.	2
When cooperatively editing a descriptive passage, the class indents the first word of each paragraph.	2
When editing a descriptive passage, the student uses proofreading marks found in the Writer's Guide.	5
The student edits a descriptive passage for correct capitalization and punctuation.	5
When editing a descriptive passage, the student indents the first word of each paragraph.	5
When cooperatively editing a description of Morgan Emerson, the class uses proofreading marks found in the Writer's Guide.	6
The class cooperatively edits a description of Morgan Emerson for correct capitalization and punctuation.	6
When cooperatively editing a description of Morgan Emerson, the class indents the first word of each paragraph.	6
When editing a personal description, the student uses proofreading marks found in the Writer's Guide.	8
The student edits a personal description for correct capitalization and punctuation.	8
When editing a personal description, the student indents the first word of each paragraph.	8
When cooperatively drafting a personal response, the class uses the first person.	9
When cooperatively drafting a personal response, the class writes the title in quotation marks.	9

Mechanics (continued)

Instructional Objective: To teach the student to use proper grammar, spelling, capitalization, and punctuation in a descriptive composition.

Given the writing prompt "Lady Liberty" and a graphic organizer, the student drafts and edits a personal response that includes - The use of first person - The title written in quotation marks - Indention of the first word in each paragraph - Correct capitalization and punctuation	10
When editing a personal response, the student uses proofreading marks found in the Writer's Guide.	10