

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

Organization

Instructional Objective: To teach the student to write a well-organized, logically presented expository composition with an introductory paragraph, details in the middle paragraphs, and a concluding paragraph.

| Behavioral Objectives | First appears in lesson |
|--|--------------------------------|
| Using a graphic organizer, the class cooperatively analyzes a summary for <ul style="list-style-type: none"> • A topic sentence that tells what the summary is about • Main ideas and supporting details in the middle of the summary • A concluding sentence that ends the summary | 1 |
| Using a graphic organizer, the class cooperatively drafts and edits a summary of an article about Leonardo da Vinci. The summary contains <ul style="list-style-type: none"> • A topic sentence that tells what the summary is about • Three main ideas and supporting details • A concluding sentence | 2 |
| Using a graphic organizer, the student drafts a summary of an article about Bill Cosby that contains: <ul style="list-style-type: none"> • A topic sentence that tells what the summary is about • Three main ideas and supporting details • A concluding sentence | 3 |
| Using a graphic organizer, the student edits a summary of an article about Bill Cosby for <ul style="list-style-type: none"> • A topic sentence that tells what the summary is about • Three main ideas and supporting details • A concluding sentence | 4 |
| Using a Venn Diagram, the class cooperatively analyzes a compare and contrast expository passage about South America and Asia for <ul style="list-style-type: none"> • An introductory paragraph that states the purpose • Second and third paragraphs that summarize important information about South America and Asia • A fourth paragraph that compares the two continents • A fifth paragraph that contrasts the two continents • A concluding paragraph that brings the passage to a satisfying conclusion and restates the purpose | 5 |

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Organization (continued)

Instructional Objective: To teach the student to write a well-organized, logically presented expository composition with an introductory paragraph, details in the middle paragraphs, and a concluding paragraph.

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| <p>Using a Venn Diagram, the class cooperatively drafts and edits a compare and contrast expository passage about Australia and Greenland that includes</p> <ul style="list-style-type: none"> • An introductory paragraph that states the purpose • Second and third paragraphs that summarize important information about Australia and Greenland • A fourth paragraph that compares the two countries • A fifth paragraph that contrasts the two countries • A concluding paragraph that brings the passage to a satisfying conclusion and restates the purpose | 6 |
| <p>Using a Venn Diagram, the student drafts a compare and contrast expository passage about South Dakota and Alaska that includes</p> <ul style="list-style-type: none"> • An introductory paragraph that states the purpose • Second and third paragraphs that summarize important information about South Dakota and Alaska • A fourth paragraph that compares the two states • A fifth paragraph that contrasts the two states • A concluding paragraph that brings the passage to a satisfying conclusion and restates the purpose | 7 |
| <p>Using a Venn Diagram, the student edits a compare and contrast expository passage about South Dakota and Alaska for</p> <ul style="list-style-type: none"> • An introductory paragraph that states the purpose • Second and third paragraphs that summarize important information about South Dakota and Alaska • A fourth paragraph that compares the two states • A fifth paragraph that contrasts the two states • A concluding paragraph that brings the passage to a satisfying conclusion and restates the purpose | 8 |

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Organization (continued)

Instructional Objective: To teach the student to write a well-organized, logically presented expository composition with an introductory paragraph, details in the middle paragraphs, and a concluding paragraph.

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|---|----|
| The class cooperatively analyzes instructions for <ul style="list-style-type: none">• A title• An introduction that tells the purpose• Clear, simple steps in an easy-to-follow order• No skipped steps• No extra information | 9 |
| The student drafts and edits instructions for playing a favorite game. The instructions include <ul style="list-style-type: none">• A title• An introduction that tells the purpose• Clear, simple steps in an easy-to-follow order• No skipped steps• No extra information | 10 |

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Content

Instructional Objective: To teach the student to write in the expository format, with purpose, conciseness, details, and clarity.

| Behavioral Objectives | First appears in lesson |
|---|--------------------------------|
| Using a graphic organizer, the class cooperatively analyzes a summary for an opening sentence that uses words similar to the author’s words. | 1 |
| Using a graphic organizer, the class cooperatively analyzes a summary for a brief discussion of each of the main ideas or categories. | 1 |
| Using a graphic organizer, the class cooperatively analyzes a summary for a closing sentence that reviews what has been summarized and brings the summary to a satisfying conclusion. | 1 |
| The class states the following concepts about expository writing: <ul style="list-style-type: none"> • Expository writing explains or informs • Expository writing is factual; it’s nonfiction | 1 |
| Using a graphic organizer, the class cooperatively drafts and edits a summary of an article about Leonardo da Vinci. The summary contains an opening sentence that uses words similar to the author’s words to introduce the topic. | 2 |
| Using a graphic organizer, the class cooperatively drafts and edits a summary of an article about Leonardo da Vinci. The summary contains a brief discussion of each of the three main ideas from the article. | 2 |
| Using a graphic organizer, the class cooperatively drafts and edits a summary of an article about Leonardo da Vinci. The article contains a closing sentence that reviews what has been summarized and brings the summary to a satisfying conclusion. | 2 |
| Using a graphic organizer, the student drafts a summary of an article about Bill Cosby. The summary contains an opening sentence that uses words similar to the author’s words. | 3 |
| Using a graphic organizer, the student drafts a summary of an article about Bill Cosby. The summary contains a brief discussion of each of the three main ideas from the article. | 3 |
| Using a graphic organizer, the student drafts a summary of an article about Bill Cosby. The summary contains a closing sentence that reviews what has been summarized and brings the summary to a satisfying conclusion. | 3 |

High-Performance Writing: A Structured Approach
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Behavioral Objectives

Content (continued)

Instructional Objective: To teach the student to write in the expository format, with purpose, conciseness, details, and clarity.

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| The student edits an expository summary for an attention-grabbing introductory sentence. | 4 |
| The student edits an expository summary for a concluding sentence that brings the summary to a satisfying conclusion. | 4 |
| Using a Venn Diagram, the class cooperatively analyzes a compare and contrast expository passage about South America and Asia for an introductory paragraph that states the purpose. | 5 |
| Using a Venn Diagram, the class cooperatively analyzes a compare and contrast expository passage about South America and Asia for middle paragraphs that summarize important facts and details about each continent. | 5 |
| Using a Venn Diagram, the class cooperatively analyzes a compare and contrast expository passage about South America and Asia for a paragraph that describes the similarities between the two continents. | 5 |
| Using a Venn Diagram, the class cooperatively analyzes a compare and contrast expository passage about South America and Asia for a paragraph that describes the differences between the two continents. | 5 |
| Using a Venn Diagram, the class cooperatively analyzes a compare and contrast expository passage about South America and Asia for a concluding paragraph that restates the purpose. | 5 |
| The class brainstorms information for a Venn Diagram that compares and contrasts Australia and Greenland. | 6 |
| Using a Venn Diagram, the class cooperatively drafts a compare and contrast expository passage about Australia and Greenland to include a first paragraph that introduces the countries and states the purpose. | 6 |
| Using a Venn Diagram, the class cooperatively drafts a compare and contrast expository passage about Australia and Greenland to include paragraphs that summarize important facts and details about each country. | 6 |

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Content (continued)

Instructional Objective: To teach the student to write in the expository format, with purpose, conciseness, details, and clarity.

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| Using a Venn Diagram, the class cooperatively drafts a compare and contrast expository passage about Australia and Greenland to include a paragraph that describes the similarities between the two countries. | 6 |
| Using a Venn Diagram, the class cooperatively drafts a compare and contrast expository passage about Australia and Greenland to include a paragraph that describes the differences between the two countries. | 6 |
| Using a Venn Diagram, the class cooperatively drafts a compare and contrast expository passage about Australia and Greenland to include a concluding paragraph that restates the purpose. | 6 |
| The class cooperatively edits a compare and contrast expository passage about for an attention-grabbing introductory sentence. | 6 |
| The class cooperatively edits a compare and contrast expository passage for a concluding sentence that brings the summary to a satisfying conclusion. | 6 |
| Using a Venn Diagram, the student drafts a compare and contrast expository passage about South Dakota and Alaska to include a first paragraph that introduces each state and states the purpose. | 7 |
| Using a Venn Diagram, the student drafts a compare and contrast expository passage about South Dakota and Alaska to include middle paragraphs that summarize important facts and details about each state. | 7 |
| Using a Venn Diagram, the student drafts a compare and contrast expository passage about South Dakota and Alaska to include a paragraph that describes the similarities between the two states. | 7 |
| Using a Venn Diagram, the student drafts a compare and contrast expository passage about South Dakota and Alaska to include a paragraph that describes the differences between the two states. | 7 |
| Using a Venn Diagram, the student drafts a compare and contrast expository passage about South Dakota and Alaska to include a concluding paragraph that restates the purpose. | 7 |
| The student edits a compare and contrast expository passage for an attention-grabbing introductory sentence. | 8 |
| The student edits a compare and contrast expository passage for a concluding sentence that brings the summary to a satisfying conclusion. | 8 |

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Content (continued)

Instructional Objective: To teach the student to write in the expository format, with purpose, conciseness, details, and clarity.

| | |
|--|----|
| <p>The class cooperatively analyzes instructions for</p> <ul style="list-style-type: none"> • A title that tells what the instructions are for • An intended audience • An introduction that tells the purpose • Use of special terms related to the subject • Clear, simple steps in an easy-to follow order • Inclusion of all steps • No extra information that might distract or confuse the reader | 9 |
| <p>Before cooperatively writing instructions, the class answers these questions:</p> <ul style="list-style-type: none"> • Who is my audience? • What does my audience know about this topic? • What terms or words will my audience know and understand? • What terms or words will I need to explain? | 10 |
| <p>Using a planning sheet, the student drafts instructions for playing his or her favorite game that include</p> <ul style="list-style-type: none"> • A title that tells what the instructions are for • An intended audience • An introduction that tells the purpose • Use of special terms related to the subject • Clear, simple steps in an easy-to follow order • Inclusion of all steps • No extra information that might distract or confuse the reader | 10 |
| <p>Before writing instructions, the student answers these questions:</p> <ul style="list-style-type: none"> • Who is my audience? • What does my audience know about this topic? • What terms or words will my audience know and understand? • What terms or words will I need to explain? | 10 |

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Content (continued)

Instructional Objective: To teach the student to write in the expository format, with purpose, conciseness, details, and clarity.

| | |
|--|----|
| <p>The student edits instructions for playing his or her favorite game for</p> <ul style="list-style-type: none">• A title that tells what the instructions are for• An intended audience• An introduction that tells the purpose• Use of special terms related to the subject• Clear, simple steps in an easy-to follow order• Inclusion of all steps• No extra information that might distract or confuse the reader | 10 |
|--|----|

High-Performance Writing: A Structured Approach
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Behavioral Objectives

Style

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

| Behavioral Objectives | First appears in lesson |
|---|--------------------------------|
| When presented with a group of simple sentences, the class cooperatively identifies the subject and predicate of each sentence. | 1 |
| When presented with a group of compound sentences, the class cooperatively identifies the subject and predicate within each clause. | 1 |
| When presented with a group of compound sentences, the class cooperatively identifies each conjunction that joins two clauses. | 1 |
| Using a graphic organizer, the class cooperatively analyzes a summary for ideas and information combined into one sentence. | 1 |
| When presented with compound sentences, the student <ul style="list-style-type: none"> • Underlines each main clause in black • Highlights the subject of each clause in red • Highlights the predicate of each clause in blue • Circles the conjunction. | 1 |
| When presented with compound sentences with missing conjunctions, the student chooses the correct conjunction for each sentence. | 1 |
| When presented with prepositional phrases, the class cooperatively identifies the preposition and the noun in each phrase. | 2 |
| When presented with sentences with missing prepositions, the class cooperatively chooses the best preposition for each sentence. | 2 |
| The student writes a list of prepositions and puts it into his or her writing portfolio. | 2 |
| Using a graphic organizer, the class cooperatively drafts and edits a summary of an article about Leonardo da Vinci. The summary combines ideas and information into longer, more interesting sentences. | 2 |
| When presented with short sentences, the class cooperatively combines the sentences to eliminate redundancy. | 2 |
| The class cooperatively edits a summary of an article about Leonardo da Vinci for an attention-grabbing first sentence. | 2 |

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Behavioral Objectives

Style (continued)

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

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| The class cooperatively edits a summary of an article about Leonardo da Vinci for a last sentence that brings the summary to a conclusion and reminds the reader of the main idea. | 2 |
| When presented with sentences with missing prepositions, the student inserts the correct prepositions. | 2 |
| When presented with sentences containing prepositional phrases, the student circles each preposition and draws a wavy line under each prepositional phrase. | 2 |
| When asked, the student names a preposition. | 3 |
| When presented with simple sentences and a combined sentence with the same information, the student identifies the prepositional phrases used to combine the sentences. | 3 |
| Using a graphic organizer, the student drafts a summary of an article about Bill Cosby. The summary combines several pieces of information to create longer, more interesting sentences and also includes the student's own ideas. | 3 |
| When presented with simple sentences, the student writes them as one sentence, using prepositional phrases. | 3 |
| When presented with complex sentences, the class cooperatively identifies the main clause, the subject, and the predicate. | 4 |
| When editing an expository summary, the student works with a partner to get ideas for improving his or her writing. | 4 |
| Using the Writer's Guide, the student proofreads, publishes, and presents an expository summary. | 4 |
| The student uses available technology to write the final copy of an expository summary. | 4 |
| When presented with two simple sentences, the class combines them into one simple sentence. | 4 |
| When presented with two simple sentences, the class combines them into one compound sentence. | 4 |
| When presented with two simple sentences, the class combines them into one complex sentence. | 4 |
| When presented with two simple sentences, the class combines them into one sentence, using a prepositional phrase. | 4 |

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Behavioral Objectives

Style (continued)

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

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| When editing an expository summary, the student makes sentences more interesting by combining them into either compound or complex sentences. | 4 |
| When editing an expository summary, the student eliminates redundancy by combining information. | 4 |
| When presented with complex sentences, the student draws one line under the main clause, highlights the subject in red, and highlights the complete predicate in blue. | 4 |
| When presented with complex sentences, the student draws two lines under the subordinate clause, highlights the subject in red, and highlights the complete predicate in blue. | 4 |
| When presented with complex sentences with the subordinate clause missing, the student chooses the best subordinate clause from a box and writes it in the sentence. | 4 |
| The class cooperatively analyzes a compare and contrast expository passage about South America and Asia for <ul style="list-style-type: none"> • A list • Prepositional phrases to combine information • Conjunctions to combine information • Compound sentences to combine information • Complex sentences to combine information • Subordinating conjunctions | 5 |
| When presented with simple sentence pairs, the student uses a variety of strategies to combine the sentences: <ul style="list-style-type: none"> • Make a list • Use prepositional phrases • Use one simple sentence • Use one compound sentence • Use one complex sentence | 5 |
| When presented with simple, compound, and complex sentences, the class states the type of each sentence and the parts of each sentence. | 6 |

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Style (continued)

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

| | |
|--|---|
| <p>The class cooperatively drafts a compare and contrast expository passage about Australia and Greenland, using a variety of writing strategies:</p> <ul style="list-style-type: none"> • A list • Prepositional phrases to combine information • Conjunctions to combine information • Compound sentences to combine information • Complex sentences to combine information • Subordinating conjunctions | 6 |
| <p>When cooperatively editing a compare and contrast expository passage, the class combines information to eliminate redundancy.</p> | 6 |
| <p>When presented with simple, compound, and complex sentences, the student underlines each main clause, decides the type of sentence, and circles the correct answer.</p> | 6 |
| <p>The student drafts a compare and contrast expository passage about South Dakota and Alaska, using a variety of writing strategies:</p> <ul style="list-style-type: none"> • A list • Prepositional phrases to combine information • Conjunctions to combine information • Compound sentences to combine information • Complex sentences to combine information • Subordinating conjunctions | 7 |
| <p>When presented with sentences that contain misplaced modifiers, the class cooperatively identifies the modifier and the word it modifies.</p> | 8 |
| <p>When editing a compare and contrast expository passage, the student works with a partner to get ideas for improving his or her writing.</p> | 8 |
| <p>Using the Writer’s Guide, the student proofreads, publishes, and presents a compare and contrast expository passage.</p> | 8 |
| <p>The student uses available technology to write the final copy of a compare and contrast expository passage.</p> | 8 |

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Style (continued)

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

| | |
|--|----|
| The student edits a compare and contrast expository passage about South Dakota and Alaska, using a variety of writing strategies: <ul style="list-style-type: none"> • A list • Prepositional phrases to combine information • Conjunctions to combine information • Compound sentences to combine information • Complex sentences to combine information • Subordinating conjunctions | 8 |
| When editing a compare and contrast expository passage, the student combines information to eliminate redundancy. | 8 |
| When presented with sentences containing misplaced modifiers, the student answers questions about the sentences and then rewrites the sentences correctly. | 8 |
| When presented with sentences containing pronouns and antecedents, the class cooperatively identifies each pronoun and its antecedent. | 9 |
| When presented with sentences, the student answers questions about a “pronoun mystery” to identify the pronouns and antecedents. | 9 |
| When presented with sentence pairs, the class cooperatively identifies which sentence is written in the active voice and which is written in the passive voice. | 10 |
| When editing instructions, the student works with a partner to get ideas for improving his or her writing. | 10 |
| Using the Writer’s Guide, the student proofreads, publishes, and presents instructions. | 10 |
| The student uses available technology to write the final copy of instructions. | 10 |
| When presented with sentences, the student underlines each verb written in the active voice. | 10 |
| When presented with sentences, the student underlines each verb written in the passive voice. | 10 |
| When presented with sentences written using the passive voice, the student rewrites each sentence using the active voice. | 10 |

High-Performance Writing: A Structured Approach
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Mechanics

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

| Behavioral Objectives | First appears in lesson |
|--|--------------------------------|
| When presented with a group of compound sentences, the class cooperatively identifies the comma that joins the two clauses. | 1 |
| Using a graphic organizer, the class cooperatively analyzes a summary for correct punctuation after each item in a series. | 1 |
| When cooperatively editing sentences and an expository summary, the class uses proofreader's marks found in the Writer's Guide. | 2 |
| When cooperatively drafting an expository summary, the class uses correct capitalization and punctuation. | 2 |
| When cooperatively editing an expository summary, the class uses correct capitalization and punctuation. | |
| When combining simple sentences into compound sentences, the student uses commas appropriately. | 3 |
| When combining sentences into complex sentences, the student uses commas appropriately. | 4 |
| When writing an expository summary, the student indents the first word of each paragraph. | 4 |
| When drafting and editing an expository summary, the student uses correct capitalization and punctuation. | 4 |
| When editing an expository summary, the student uses proofreader's marks found in the Writer's Guide. | 4 |
| When combining information in a list, the student uses a colon to introduce the list. | 5 |
| When cooperatively drafting and editing a compare and contrast expository passage, the class uses correct capitalization and punctuation. | 6 |
| When cooperatively editing a compare and contrast expository passage, the class uses proofreading marks found in the Writer's Guide. | 6 |
| When presented with a list of three or more items, the student places a comma after each item in the series except the last. | 7 |
| When presented with addresses, the student places a comma after the street address, after the name of the city, and after the name of the state. | 7 |
| When presented with dates, the student places a comma after the day and after the year. | 7 |

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Mechanics (continued)

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

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| When presented with a sentence containing two or more adjectives, the student decides when to place a comma between the adjectives. | 7 |
| When presented with a salutation, the student places a comma at the end. | 7 |
| When presented with a closing to a letter, the student places a comma at the end. | 7 |
| When presented with a sentence containing a nonessential clause, the student places commas before and after the clause. | 7 |
| When presented with introductory words, the student places a comma after the words. | 7 |
| When presented with words of direct address, the student places a comma after the address. | 7 |
| When presented with sentences, the student inserts commas where they are needed. | 7 |
| When presented with a letter, the student inserts commas where they are needed. | 7 |
| When editing a compare and contrast expository passage, the student uses proofreading marks found in the <i>Writer's Guide</i> . | 8 |
| When editing a compare and contrast expository passage, the student uses correct capitalization and punctuation. | 8 |
| When editing instructions, the student uses correct capitalization and punctuation. | 10 |