

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

Organization

Instructional Objective: To teach the student to write a well-organized piece of persuasive writing that clearly and concisely presents the topic, follows a logical sequence, and provides closure.

Behavioral Objectives	First appears in lesson
<p>The class cooperatively analyzes a persuasive argument composition for</p> <ul style="list-style-type: none"> • An opening paragraph that includes a statement of position and a brief introduction of the main arguments • Middle paragraphs, each containing a statement of one main argument and evidence that includes facts, statistics, anecdotal information, and/or expert opinions • Middle paragraphs that include evidence statements that address counterarguments • Concluding paragraphs that restate the position and the main arguments 	1
<p>Using a “Pros-and-Cons Sheet” and a planning sheet, the class cooperatively drafts a persuasive argument that opposes school uniforms. The argument includes</p> <ul style="list-style-type: none"> • An opening paragraph with a statement of position and a brief introduction of the main arguments • Middle paragraphs, each containing a statement of one main argument and evidence that includes facts, statistics, anecdotal information, and/or expert opinions • Middle paragraphs that include evidence statements that address counterarguments • Concluding paragraphs that restate the position and the main arguments 	2
<p>The class cooperatively edits a persuasive argument that opposes school uniforms by writing an opening paragraph that is well organized with clearly expressed points.</p>	2
<p>The class cooperatively edits a persuasive argument that opposes school uniforms by writing a final paragraph that brings the argument to a close.</p>	2

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Organization (continued)

Instructional Objective: To teach the student to write a well-organized piece of persuasive writing that clearly and concisely presents the topic, follows a logical sequence, and provides closure.

<p>Using a “Pros-and-Cons Sheet” and a planning sheet, the student drafts a persuasive argument for adopting a policy that makes students responsible for the daily cleaning of their schools. The argument includes</p> <ul style="list-style-type: none"> • An opening paragraph that includes a statement of position and a brief introduction of the main arguments • Middle paragraphs, each containing a statement of one main argument and evidence that includes facts, statistics, anecdotal information, and/or expert opinions • Middle paragraphs that include evidence statements that address counterarguments • Concluding paragraphs that restate the position and the main arguments 	3
<p>The student edits a persuasive argument for adopting a policy that makes students responsible for the daily cleaning of their schools. The student edits for</p> <ul style="list-style-type: none"> • An opening paragraph that includes a statement of position and a brief introduction of the main arguments • Middle paragraphs, each containing a statement of one main argument and evidence that includes facts, statistics, anecdotal information, and/or expert opinions • Middle paragraphs that include evidence statements that address counterarguments • Concluding paragraphs that restate the position and the main arguments 	4
<p>When presented with paragraphs, the class cooperatively determines which paragraph presents details in logical order.</p>	5
<p>When presented with paragraphs, the class cooperatively identifies the topic sentence, the detail sentences, the problem related to the topic sentence, the solution to the problem, and the concluding statement.</p>	5

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Organization (continued)

Instructional Objective: To teach the student to write a well-organized piece of persuasive writing that clearly and concisely presents the topic, follows a logical sequence, and provides closure.

Using a graphic organizer, the class cooperatively analyzes a sales pitch for <ul style="list-style-type: none"> • An opening that catches the customers’ attention • Repeated use of the product or service name • Inclusion of the best advertising features of the product or service • A catchy slogan 	5
When presented with sentences, the student rearranges them to create a paragraph that follows a logical sequence.	5
Using a graphic organizer, the class cooperatively drafts and edits a car wash sales pitch that includes <ul style="list-style-type: none"> • An opening that grabs the customers’ attention • Repeated use of the term <i>car wash</i> • Inclusion of the best advertising features of the car wash • A catchy slogan 	6
Using a graphic organizer, the student drafts a car sales pitch that includes <ul style="list-style-type: none"> • An opening that grabs the customers’ attention • Repeated use of the car’s name • Inclusion of the best advertising features of the car • A catchy slogan 	7
Using a Sales Pitch Editing Checklist and working with a partner, the student edits a car sales pitch for <ul style="list-style-type: none"> • An opening that grabs the customers’ attention • Repeated use of the car’s name • Inclusion of the best advertising features of the car • A catchy slogan 	8
The class cooperatively analyzes an advertisement for <ul style="list-style-type: none"> • An eye-catching title • The most important information • A new line for each kind of information 	9
The student drafts and edits an advertisement for an imaginary school fair that includes <ul style="list-style-type: none"> • An eye-catching title • The most important information • A new line for each kind of information 	10

High-Performance Writing: A Structured Approach
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Content

Instructional Objective: To teach the student to write a logical, well-supported, and well-researched persuasive composition with clarity, facts, statistics, examples, and expert opinions.

Behavioral Objectives	First appears in lesson
<p>The class cooperatively analyzes a persuasive argument composition for</p> <ul style="list-style-type: none"> • A statement of position and a brief introduction of the main arguments • Facts that can be proved • Statistics or facts that use numbers • Anecdotal information or evidence the author gives from personal experiences or experiences of others • Expert opinions—feelings or beliefs of someone with special knowledge or training in a particular area • Evidence statements that address counterarguments • A restatement of the position • A restatement of the main argument. 	1
<p>When presented with a question, the student states a personal position by completing an opinion sentence.</p>	1
<p>When presented with sentences, the student identifies the sentences that state a position.</p>	1
<p>When presented with a persuasive argument composition that contains a counterargument, the class cooperatively identifies counterargument words and phrases.</p>	2
<p>Using a “Pros-and-Cons Sheet” and a planning sheet, the class cooperatively drafts a persuasive argument that opposes school uniforms. The argument includes</p> <ul style="list-style-type: none"> • A statement of position and a brief introduction of the main arguments • Facts that can be proved • Statistics or facts that use numbers • Anecdotal information or evidence the author gives from personal experiences or experiences of others • Expert opinions—feelings or beliefs of someone with special knowledge or training in a particular area • Evidence statements that address counterarguments • A restatement of the position • A restatement of the main argument 	2

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Content (continued)

Instructional Objective: To teach the student to write a logical, well-supported, and well-researched persuasive composition with clarity, facts, statistics, examples, and expert opinions.

When cooperatively drafting a persuasive argument that opposes school uniforms, the class organizes it using either a strong-to-weak or weak-to-strong order.	2
The class cooperatively edits a persuasive argument that opposes school uniforms by writing a counterargument.	2
The class cooperatively edits a persuasive argument that opposes school uniforms for <ul style="list-style-type: none"> • A statement of position and a brief introduction of the main arguments • Facts that can be proved • Statistics or facts that use numbers • Anecdotal information or evidence the author gives from personal experiences or experiences of others • Expert opinions—feelings or beliefs of someone with special knowledge or training in a particular area • Evidence statements that address counterarguments • A restatement of the position • A restatement of the main argument 	2
When presented with sentences, the student combines them to write a counterargument.	2
When presented with sentences, the class cooperatively determines if the information in each sentence can be proved.	3
When presented with sentences, the class cooperatively determines if the information in each sentence is an example of a statistic.	3
When presented with sentences, the class cooperatively determines if the information in each sentence is an example of a personal experience or an anecdote.	3
When presented with sentences, the class cooperatively determines if the information in each sentence is an example of an expert opinion.	3

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Content (continued)

Instructional Objective: To teach the student to write a logical, well-supported, and well-researched persuasive composition with clarity, facts, statistics, examples, and expert opinions.

<p>Using a “Pros-and-Cons Sheet” and a planning sheet, the student drafts a persuasive argument for adopting a policy that makes students responsible for the daily cleaning of their schools. The argument includes</p> <ul style="list-style-type: none"> • A statement of position and a brief introduction of the main arguments • Facts that can be proved • Statistics or facts that use numbers • Anecdotal information or evidence the author gives from personal experiences or experiences of others • Expert opinions—feelings or beliefs of someone with special knowledge or training in a particular area • Evidence statements that address counterarguments • A restatement of the position • A restatement of the main argument 	3
<p>When presented with a position statement and a list of pros and cons, the student identifies the type of information presented by</p> <ul style="list-style-type: none"> • Underlining facts in green • Underlining statistics in yellow • Underlining anecdotal information in blue • Underlining expert opinions in red 	3
<p>After identifying the type of information in a list of pros and cons, the student uses the information to write counterarguments.</p>	3

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Content (continued)

Instructional Objective: To teach the student to write a logical, well-supported, and well-researched persuasive composition with clarity, facts, statistics, examples, and expert opinions.

<p>The student edits a persuasive argument for adopting a policy that makes students responsible for the daily cleaning of their schools. The student edits for</p> <ul style="list-style-type: none"> • A statement of position and a brief introduction of the main arguments • Facts that can be proved • Statistics or facts that use numbers • Anecdotal information or evidence the author gives from personal experiences or experiences of others • Expert opinions—feelings or beliefs of someone with special knowledge or training in a particular area • Evidence statements that address counterarguments • A restatement of the position • A restatement of the main argument 	4
<p>The student edits a persuasive argument—for adopting a policy that makes students responsible for the daily cleaning of their schools—by writing a counterargument.</p>	4
<p>Given a definition of a product, the students give examples of several products.</p>	5
<p>Given a definition of a service, the students give examples of several services.</p>	5
<p>Given a definition of an advertisement, the students give examples of several advertisements.</p>	5
<p>Using a graphic organizer, the class cooperatively analyzes a sales pitch for</p> <ul style="list-style-type: none"> ▪ A catchy opening that will make the customer want to read more ▪ Repeated use of the product name so the audience remembers it ▪ The best advertising features of a product or service ▪ A catchy slogan that points out the best quality of the product or service 	5
<p>When presented with a sales pitch, the class cooperatively identifies the purpose of the pitch and which sentences fit the idea.</p>	6

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Content (continued)

Instructional Objective: To teach the student to write a logical, well-supported, and well-researched persuasive composition with clarity, facts, statistics, examples, and expert opinions.

When presented with a sales pitch, the class cooperatively identifies a good opening sentence that would tell the main idea of the topic.	6
Using a graphic organizer, the class cooperatively drafts and edits a car wash sales pitch that includes <ul style="list-style-type: none"> • A catchy opening that will make the customer want to read more • Repeated use of the product name so the audience remembers it • The best advertising features of a product or service • A catchy slogan that points out the best quality of the product or service 	6
When presented with a sales pitch, the student <ul style="list-style-type: none"> • Draws a straight line under the catchy opening • Draws a wavy line under the closing slogan • Draws a line through any sentences that don't fit the purpose • Circles the adjectives used to describe the product 	6
When presented with a sales pitch, the student lists four advertising features from it.	6
Using a graphic organizer, the student drafts a car sales pitch that includes <ul style="list-style-type: none"> • A catchy opening that will make the customer want to read more • Repeated use of the car's name so the audience remembers it • The best advertising features of the car • A catchy slogan that points out the best quality of the car 	7
Using a Sales Pitch Editing Checklist and working with a partner, the student edits a car sales pitch for <ul style="list-style-type: none"> • A catchy opening that will make the customer want to read more • Repeated use of the car's name so the audience remembers it • The best advertising features of the car • A catchy slogan that points out the best quality of the car. 	8

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Content (continued)

Instructional Objective: To teach the student to write a logical, well-supported, and well-researched persuasive composition with clarity, facts, statistics, examples, and expert opinions.

The class cooperatively analyzes an advertisement for <ul style="list-style-type: none">▪ Key words to catch the reader's attention▪ Answers to <i>what, when, where, and how much</i> questions	9
The student drafts and edits an advertisement for an imaginary school fair that includes <ul style="list-style-type: none">▪ Key words to catch the reader's attention▪ Answers to <i>what, when, where, and how much</i> questions	10

High-Performance Writing: A Structured Approach
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Style

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

Behavioral Objectives	First appears in lesson
The class cooperatively identifies words that are nouns, pronouns, prepositions, and prepositional phrases.	1
Given a list of prepositional phrases that form position statements, the class reads them aloud.	1
When presented with sentences, the class cooperatively identifies the special words and phrases in a counterargument.	2
The class cooperatively edits a persuasive argument that opposes school uniforms by using precise and compelling language to make the opinion sound convincing.	2
The class cooperatively edits a persuasive argument that opposes school uniforms by using a closing phrase such as <i>in conclusion</i> , <i>to conclude</i> , or <i>to summarize</i> .	2
When presented with main arguments sentence sets, the class restates the main arguments as a list within one sentence.	4
The student edits a persuasive argument for adopting a policy that makes students responsible for the daily cleaning of their schools by using precise and compelling language to make the opinion sound convincing.	4
The student edits a persuasive argument for adopting a policy that makes students responsible for the daily cleaning of their schools by using a closing phrase such as <i>in conclusion</i> , <i>to conclude</i> , or <i>to summarize</i> .	4
Using the Writer’s Guide, the student proofreads, publishes, and presents a persuasive argument.	4
The student uses available technology to write the final copy of a persuasive argument.	4
Using a graphic organizer, the class cooperatively analyzes a sales pitch for the use of alliteration to grab the customer’s attention.	5
Using a graphic organizer, the class cooperatively analyzes a sales pitch for the use of adjectives to describe the product or service.	5
Using a graphic organizer, the class cooperatively analyzes a sales pitch for the use of rhyme in a slogan.	5

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Style (continued)

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

Using a graphic organizer, the class cooperatively drafts and edits a car wash sales pitch, using alliteration to grab the customer's attention.	6
Using a graphic organizer, the class cooperatively drafts and edits a car wash sales pitch, using adjectives to describe the car wash.	6
Using a graphic organizer, the class cooperatively drafts and edits a car wash sales pitch, using rhyme in a slogan that points out the best quality of the car wash.	6
Working with a partner, each student reads the class sales pitch, using expression, enthusiasm, and eye contact to convince the partner to buy the service.	6
When presented with nouns, the student writes four adjectives to describe each noun.	6
When presented with a list of words and a dictionary, the class cooperatively identifies the number of syllables in each word and divides the words into syllables using the following strategies: <ul style="list-style-type: none"> • The chin trick • Dividing words with two identical letters side-by-side between the syllables • Using the divided entry word in the dictionary 	7
Using a graphic organizer, the student drafts a car sales pitch, using alliteration to grab the customer's attention.	7
Using a graphic organizer, the student drafts a sales pitch for a car using adjectives to describe the product or service.	7
Using a graphic organizer, the student drafts a car sales pitch, using rhyme in a slogan about the best quality of the car.	7
When presented with fractured words, the student connects the first part of the word to the ending and then writes the whole word.	7
When presented with a Root Chart, the student reads aloud the root word, the meaning of the root, an example word, and the example word's meaning.	8
Using a Sales Pitch Editing Checklist and working with a partner, the student edits a car sales pitch for alliteration, rhyming words, and adjectives that describe the car.	8

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Style (continued)

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

Using a Sales Pitch Editing Checklist and working with a partner, the student presents a sales pitch with expression, enthusiasm, and eye contact.	8
Using the Writer’s Guide, the student proofreads, publishes, and presents a sales pitch.	8
The student uses available technology to write the final copy of a sales pitch.	8
When presented with a list of words, the student uses the Root Chart to identify the root, underline it, find the meaning, and write the meaning.	8
When presented with root word meanings, the student writes an example word and circles its root.	8
When presented with a Prefix Chart, the class reads each prefix and its meaning and an example of each prefix and its meaning.	9
Using the Root Chart and the Prefix Chart, the class cooperatively uses clues to identify “mystery” words.	9
The class cooperatively analyzes an advertisement for <ul style="list-style-type: none"> • Key words and short phrases instead of sentences • Symbols and abbreviations instead of words • Clear and simple language • Adjectives that make the advertisement more interesting • New information written on a separate line beginning with a number, a symbol ,or a capitalized word 	9
When presented with a clue, the Root Chart, and the Prefix Chart, the student identifies and writes the “mystery” word.	9
When presented with words, prefixes, and roots, the student uses the Root Chart and the Prefix Chart to write the meaning of each item.	9
When presented with a Suffix Chart, the class reads each suffix and its meaning and an example of each suffix and its meaning.	10
Using the Root Chart, the Prefix Chart, and the Suffix Chart, the class cooperatively uses clues to identify “mystery” words.	10

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Style (continued)

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

<p>The student drafts and edits an advertisement for an imaginary school fair that includes</p> <ul style="list-style-type: none"> • Key words and short phrases instead of sentences • Symbols and abbreviations instead of words • Clear and simple language • Adjectives that make the advertisement more interesting • New information written on a separate line beginning with a number, a symbol, or a capitalized word 	10
<p>The student includes colorful eye-catching illustrations in an advertisement for an imaginary school fair.</p>	10
<p>When presented with a clue, the Root Chart, the Prefix Chart, and the Suffix Chart, the student identifies and writes the “mystery” word.</p>	10
<p>When presented with words, prefixes, suffixes, and roots, the student uses the Root Chart, the Prefix Chart, and the Suffix Chart to write the meaning of each item.</p>	10

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Mechanics

Instructional Objective: To teach the student to use proper grammar, spelling, capitalization, and punctuation in persuasive writing.

Behavioral Objectives	First appears in lesson
When writing a closing phrase such as <i>in conclusion</i> , <i>to conclude</i> , or <i>to summarize</i> , the student inserts a comma after the phrase.	2
When writing combined sentences, the student uses correct capitalization and punctuation.	2
When cooperatively drafting and editing a persuasive argument, the class uses correct capitalization and punctuation.	2
When cooperatively editing a persuasive argument, the class uses proofreading marks found in the Writer's Guide.	2
When drafting a persuasive argument, the student uses correct capitalization and punctuation.	3
When presented with a main argument, the student writes it as a one-sentence restatement, with a list at the beginning of the sentence.	4
When presented with a main argument, the student writes it as a one-sentence restatement, with a list at the end of the sentence.	4
When editing a persuasive argument, the student uses correct capitalization and punctuation.	4
When editing a persuasive argument, the student uses proofreading marks found in the Writer's Guide.	4
When cooperatively drafting and editing a sales pitch, the class uses correct capitalization and punctuation.	6
When cooperatively editing a sales pitch, the class uses proofreading marks found in the Writer's Guide.	6
When cooperatively dividing words into syllables, the class inserts a hyphen between the syllables.	7
When drafting a sales pitch, the student uses correct capitalization and punctuation.	7
When editing a sales pitch, the student uses proofreading marks found in the Writer's Guide.	8
When editing a sales pitch, the student uses correct capitalization and punctuation.	8

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Mechanics

Instructional Objective: To teach the student to use proper grammar, spelling, capitalization, and punctuation in persuasive writing.

When presented with the following words and symbols, the class cooperatively identifies each symbol and then finds it in advertisements: Minutes min. Per / To - Number # And & Percent % Dollars \$ Cents ¢	9
The class cooperatively analyzes an advertisement for the correct use of symbols to replace words.	9
The class cooperatively analyzes an advertisement for correct capitalization of all important words in the title.	9
When drafting and editing an advertisement for an imaginary school fair, the student correctly uses symbols to replace words.	10
When drafting and editing an advertisement for an imaginary school fair, the student correctly capitalizes all key words in the title.	10
When editing an advertisement, the student uses proofreading marks found in the Writer's Guide.	10