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

Organization

Instructional Objective: To teach the student to write well-organized practical friendly letters, formal letters, and directions.

Behavioral Objectives	First appears in lesson
When presented with a friendly letter, the class cooperatively identifies the components: heading, salutation or greeting, body, closing, and signature.	1
Using a graphic organizer, the class cooperatively plans and drafts a friendly letter with a heading, a salutation, a body, a closing, and a signature.	2
After writing a friendly letter, the class cooperatively edits it for - A heading that includes the writer's address and the date - A salutation followed by a comma - Indentions at the beginning of each paragraph - A skipped line after the heading - A closing followed by a comma - A signature at the end	2
The student plans and drafts a friendly letter with a heading, a salutation or greeting, a body, a closing, and a signature.	3
After writing a friendly letter, the student edits it for - A heading that includes the writer's address and the date - A salutation followed by a comma - Indentions at the beginning of each paragraph - A skipped line after the heading - A closing followed by a comma - A signature at the end	4
When presented with a letter of complaint, the class cooperatively identifies the components: heading, inside address, subject, salutation, body, closing, signature, typed name, and carbon copies.	5
The class cooperatively plans and drafts a letter of complaint with the components: heading, inside address, subject, salutation, body, closing, signature, typed name, and carbon copies.	6
The student plans and drafts a letter of complaint with the components: heading, inside address, subject, salutation, body, closing, signature, typed name, and carbon copies.	7
Using a graphic organizer, the student writes a set of clear directions.	10

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

Content

Instructional Objective: To teach the student to write in the practical format, using descriptive language, including questions requiring responses, presenting logical, well-supported facts and details, sharing information, and providing solutions to a problem.

Behavioral Objectives	First appears in lesson
Using a graphic organizer, the class cooperatively plans and drafts a friendly letter to a new student who will be joining their class.	2
The class cooperatively edits a friendly letter, inserting questions into the body of the letter that give the reader an idea of what he or she could write in return.	2
The student plans and drafts a friendly letter to a friend about the events on an imagined vacation.	3
When editing a friendly letter, the student inserts questions into the body of the letter that give the reader an idea of what he or she could write in return.	4
Using a graphic organizer, the class cooperatively plans and drafts a letter of complaint that includes the complaint, supporting facts, details, examples, and proposed solutions to the problem.	6
The class edits a letter of complaint by adding logical, well-supported facts, details, and examples.	6
Using a graphic organizer, the student plans and drafts a letter of complaint that includes the complaint, supporting facts, details, examples, and proposed solutions to the problem.	7
When presented with a set of geographical directions, the class cooperatively follows the directions to a specific location on a map.	9
The class cooperatively uses a compass rose to identify directions.	9
The student uses a compass rose to identify directions.	9
Given a map, the student writes a clear, logical, and sequential set of directions from home to the Brooksville Arena.	10

Style

Instructional Objective: To teach the student to write with a clear focus, formal language, and precise vocabulary to enhance the practical composition.

Behavioral Objectives	First appears in lesson	
When presented with simple sentences, the class cooperatively identifies the subject and predicate of each sentence.	2	
When presented with compound sentences, the class cooperatively identifies each main clause, the subject and predicate of each main clause, and the coordinating conjunction.	2	
When presented with compound sentences with the coordinating conjunction missing, the student chooses the best conjunction (*and, but, or*) for the sentence.	2	
Using a graphic organizer, the class cooperatively identifies descriptive vocabulary that will be used to write a friendly letter.	2	
When cooperatively editing a friendly letter, the class varies the first word of each sentence to make the letter more interesting.	2	
When presented with complex sentences, the student identifies the main clause, the subordinate clause, and the subject and predicate of each clause.	3	
Using a graphic organizer, the student identifies descriptive vocabulary that will be used to write a friendly letter about events on an imagined vacation.	3	
When presented with complex sentences with a missing subordinating clause, the student chooses the most appropriate clause for each sentence.	3	
When presented with a paragraph, the class cooperatively identifies the repeated general verb and replaces it with more specific verbs.	4	
When presented with a paragraph, the student replaces the repeated general verb with more specific verbs.	4	
When editing a friendly letter, the student varies the first word of each sentence to make the letter more interesting.	4	
When presented with an abbreviation, the class cooperatively identifies the purpose of the abbreviation and states the information it provides.	Re:	5
	Cc:	5
	N,S,E,W, NE,NW, SE,SW	9
When presented with an abbreviation, the student identifies the purpose of the abbreviation and states the information it provides.	Re:	5
	Cc:	5
	N,S,E,W, NE,NW, SE,SW	9

Style (continued)

Instructional Objective: To teach the student to write with a clear focus, formal language, and precise vocabulary to enhance the practical composition.

When presented with a list of people to whom a letter of complaint might be sent, the student chooses the appropriate people.	5
When presented with a list of items, the student writes an appropriate main clause.	6
The class cooperatively edits a letter of complaint by eliminating repetitious information.	6
The student edits a letter of complaint by using precise and compelling language.	8
The student edits a letter of complaint by eliminating slang words and using formal language.	8
When presented with sentences that contain verb phrases with participles, the class cooperatively identifies both the verb phrase and the participle.	9
When presented with sentences that contain verb phrases with participles, the student identifies both the verb phrase and the participle.	9
When presented with sentences that contain infinitives, the class cooperatively identifies the infinitives.	10
When presented with sentences that contain infinitives, the student identifies the infinitives.	10
When presented with verbs, the student writes the infinitive form of each verb.	10
When presented with sentences with missing infinitives, the student chooses the correct infinitive for each sentence.	10
When presented with sentences with missing infinitives, the student writes an infinitive to complete each sentence.	10

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

Mechanics

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

Behavioral Objectives	First appears in lesson
When presented with two sentences, the student joins them with a semicolon to make a compound sentence.	1
When presented with two sentences, the student joins them to make a compound sentence, adjusting capitalization as needed.	1
After writing a friendly letter, the student edits it, using proofreading marks found in the Writer's Guide.	2
When writing a friendly letter, the student uses proper grammar, spelling, capitalization, and punctuation.	2
When presented with a sentence that ends with a list of items, the class places the colon correctly.	6
When presented with a main clause that ends with a colon, the student completes the sentence with an appropriate list.	6
The student writes a sentence that ends with a list of items and has correct punctuation and capitalization.	6
When cooperatively writing a letter of complaint, the class correctly capitalizes proper nouns within the address.	6
When writing a letter of complaint, the student uses proper grammar, spelling, capitalization, and punctuation.	7
After writing a letter of complaint, the student edits it, using proofreading marks found in the Writer's Guide.	7
When presented with names of schools, organizations, companies, and businesses, the class capitalizes them correctly.	7
When presented with names of languages, religions, ethnic groups, and nationalities, the class capitalizes them correctly.	8
When writing a set of directions, the student uses proper grammar, spelling, capitalization, and punctuation.	10
After writing a set of directions, the students edits it, using proofreading marks found in the Writer's Guide.	10