

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

Organization

Instructional Objective: To teach the student to write a well-organized report that clearly presents the purpose, stays on topic, and follows a logical sequence.

Behavioral Objectives	First appears in lesson
Given the words <i>government, economy, society, and geography</i> , the student uses note cards to organize research report information into categories.	1
Using a graphic organizer, the student writes note cards for a research report on civilization that includes main headings numbered with Roman numerals and subheadings labeled with capital letters.	1
The student sorts note cards into categories to be used as headings in the report.	1
Using a graphic organizer, the student writes an outline for a research report on civilization that includes main headings numbered with Roman numerals and subheadings labeled with capital letters.	2
When presented with paragraphs that contain important research report information, the student follows this process for making research note cards: <ul style="list-style-type: none"> • Read one paragraph at a time • Ask, “Is there anything in this paragraph that should be put into the report?” • If the answer is NO, move to the next paragraph • If the answer is YES, underline key words and then write the information under the correct heading and subheading on note cards • Be concise 	3
The class cooperatively analyzes a paragraph for a topic sentence (usually the first or second sentence), detail sentences, and a concluding sentence (usually the last sentence).	4
The class cooperatively analyzes a passage for a thesis statement.	4
The student revises a report outline by changing the order of the ideas so that the outline makes sense.	7
The student revises a research report outline on civilization to include main headings numbered with Roman numerals and at least two subheadings labeled with capital letters.	7

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Organization (continued)

Instructional Objective: To teach the student to write a well-organized report that clearly presents the purpose, stays on topic, and follows a logical sequence.

<p>The class cooperatively analyzes a report for use of content from research note cards:</p> <ul style="list-style-type: none"> • A title • An introductory paragraph • Content paragraphs • A thesis statement 	8
<p>The student drafts a report on ancient civilizations that includes information from research report note cards and</p> <ul style="list-style-type: none"> • An introductory paragraph • Content paragraphs • A concluding paragraph • A topic sentence at the beginning of each paragraph • Transitional words and sentences • Illustrations 	8
<p>Using a Writing Evaluation Guide and working with a partner, the student edits a report about ancient civilizations written from three-source notes for</p> <ul style="list-style-type: none"> • An introductory paragraph that contains a thesis statement, background information, and a summary of what the reader will learn • Content paragraphs • A topic sentence at the beginning of each paragraph • Transitional words and sentences • A concluding paragraph • A bibliography that lists at least three sources and uses correct format 	9
<p>The student assembles and publishes a report on ancient civilizations in the following order:</p> <ul style="list-style-type: none"> • Title page • Outline • Report pages • Bibliography • Back cover 	10

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Content

Instructional Objective: To teach the student to write a report with clarity; logical, well-supported facts; and a variety of sources.

Behavioral Objectives	First appears in lesson
The students work with partners to develop a research evaluation point scale in the categories of research notes, content, and organization.	1
Students work with partners (using dictionaries, glossaries, or social studies texts) to develop a definition of civilization.	1
Students work with partners to brainstorm the characteristics of civilization.	1
Using a graphic organizer, the student writes known researched information in the categories <i>government, economy, society, and geography</i> .	1
Given research terms and their definitions, the student refers to the Reference Page for Researchers and Writers to match each term to its definition.	1
When presented with questions about an index, the class cooperatively <ul style="list-style-type: none"> • Uses the index to find information for a report • Reads the index from top to bottom and column to column • Reads the entries in alphabetical order • Reads main entries and subentries • Identifies illustrations by italic type • Uses the page numbers to find information within the book 	2
When presented with a list of topics and illustrations, the student uses an index to write the page numbers where the topics and illustrations can be found.	2
The class identifies the following characteristics of good sources: <ul style="list-style-type: none"> • The information is accurate • The information is current • The person writing or presenting the information is an expert in the area • The information is not biased • The information is not too difficult to read 	3

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Content (continued)

Instructional Objective: To teach the student to write a report with clarity; logical, well-supported facts; and a variety of sources.

When presented with information from a reference source, the student makes source cards using the correct format: <ul style="list-style-type: none"> • Initials in top right-hand corner • Name of author • Title of article • Title of source • Publication date including edition • Page numbers 	3
When presented with information from the following outside reference sources, the student makes source cards using the correct format: <ul style="list-style-type: none"> • Encyclopedia • Nonfiction books • Magazines • Internet 	3
The class cooperatively analyzes a paragraph for <ul style="list-style-type: none"> • A topic sentence that tells the main idea • Detail sentences that tell more about the topic sentence • A concluding sentence that either summarizes the paragraph or shows the connection between the topic sentence and the detail sentences 	4
The class cooperatively analyzes a passage for a thesis statement that tells the main idea of the passage.	4
Using note cards, the student records information from a first source—an encyclopedia—in blue ink, including key words and phrases.	4
When presented with paragraphs, the student writes a topic sentence and a concluding sentence and then crosses out any sentences that don't tell more about the topic sentence.	4
Using note cards, the student records information from a second source—the Internet—in black ink, including key words and phrases.	5
Using note cards, the student records information from a third source—a nonfiction book—in red ink, including key words and phrases.	6

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Content (continued)

Instructional Objective: To teach the student to write a report with clarity; logical, well-supported facts; and a variety of sources.

<p>The student revises the report outline by reviewing for</p> <ul style="list-style-type: none"> • A thesis statement or main idea • Background information that helps the reader understand the information in the report • A brief idea of what the author wants the reader to learn 	7
<p>The class cooperatively analyzes the report introduction for its four main purposes:</p> <ul style="list-style-type: none"> • It grabs the reader’s attention. • It tells the reader the thesis statement or main idea. • It gives the reader background information to help him or her understand the report. • It gives the reader an idea of what the author wants him or her to learn. 	8
<p>The class cooperatively analyzes an introduction to determine whether the introduction grabs the reader’s attention by</p> <ul style="list-style-type: none"> • Asking a question • Giving interesting facts or statistics • Quoting an expert • Telling a short story about the topic 	8
<p>The class cooperatively analyzes a report about ancient civilizations written from three-source notes. The report includes the following.</p> <p>Introduction:</p> <ul style="list-style-type: none"> • Thesis statement • Background information • Summary of what the reader is to learn • An attention grabber such as a question, interesting facts or statistics, quotes from an expert, or a short story about the topic <p>Middle:</p> <ul style="list-style-type: none"> • Facts and details from at least three sources • Accurate information <p>Conclusion:</p> <ul style="list-style-type: none"> • Restatement of the thesis • Summary of the report • Final thought from the author about the topic 	8

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Content (continued)

Instructional Objective: To teach the student to write a report with clarity; logical, well-supported facts; and a variety of sources.

<p>The student drafts a report about ancient civilizations written from three-source notes. The report includes the following.</p> <p>Introduction:</p> <ul style="list-style-type: none"> • Thesis statement • Background information • Summary of what the reader is to learn • An attention grabber such as a question, interesting facts or statistics, quotes from an expert, or a short story about the topic <p>Middle:</p> <ul style="list-style-type: none"> • Facts and details from at least three sources • Accurate information <p>Conclusion:</p> <ul style="list-style-type: none"> • Restatement of the thesis • Summary of the report • Final thought from the author about the topic 	8
<p>Using a Writing Evaluation Guide and working with a partner, the student edits a report about ancient civilizations written from three-source notes. The report includes the following.</p> <p>Introduction:</p> <ul style="list-style-type: none"> • Thesis statement • Background information • Summary of what the reader is to learn • An attention grabber such as a question, interesting facts or statistics, quotes from an expert, or a short story about the topic <p>Middle:</p> <ul style="list-style-type: none"> • Facts and details from at least three sources • Accurate information • At least one paragraph for each main heading in outline <p>Conclusion:</p> <ul style="list-style-type: none"> • Restatement of the thesis • Summary of the report • Final thought from the author about the topic 	9

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Style

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

Behavioral Objectives	First appears in lesson
The students work with partners to develop a writing evaluation point scale in the categories of organization, introduction, content, conclusion, bibliography, style, and mechanics.	1
When presented with a Transition Words and Phrases Chart, the student reads the purpose column and the matching transitional words and phrases.	5
The class cooperatively analyzes a report for transitional words and phrases within paragraphs and between paragraphs.	5
When presented with a passage, the student underlines the transitional words and phrases and circles the repeated key words in the transitional last sentence of each paragraph.	5
The class cooperatively analyzes a map for components such as color symbols, a legend, and a map source acknowledgement.	6
The class cooperatively lists types of illustrations that would help the reader understand the report.	6
When presented with a map, the student colors the area that shows the location of the ancient civilization written about in the report. Then the student gives the map a title, a legend, and a source acknowledgement.	6
When presented with simple sentences, the class cooperatively identifies the subject and predicate.	7
When presented with compound sentences, the class cooperatively identifies the subject and predicate of each clause and the conjunction that combines the clauses.	7
When presented with compound sentences, the student <ul style="list-style-type: none"> • Underlines each main clause • Highlights the subject of each main clause in pink • Highlights the predicate of each man clause in blue • Circles the conjunction 	7
When presented with compound sentences and a word box with conjunctions, the student writes the best conjunction in each sentence.	7

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Style (continued)

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

When presented with complex sentences, the class cooperatively identifies <ul style="list-style-type: none"> • The main clause and its subject and predicate • The subordinate clause and its subject and predicate • The subordinating conjunction 	8
When presented with complex sentences, the student <ul style="list-style-type: none"> • Draws one line under the main clause • Draws two lines under the subordinate clause • Highlights the complete subject in pink • Highlights the complete predicate in blue 	8
The student drafts a report about ancient civilizations written from three-source notes. The report includes <ul style="list-style-type: none"> • Sentences that are clear and easy to understand • Information written in the student’s own words • Simple, compound, and complex sentences • A variety of sentence structures • Varied first words of sentences • Illustrations—pictures, diagrams, maps, and charts 	8
Using a Writing Evaluation Guide and working with a partner, the student edits a report about ancient civilizations written from three-source notes. The report includes <ul style="list-style-type: none"> • Sentences that are clear and easy to understand • Information written in the student’s own words • Simple, compound, and complex sentences • A variety of sentence structures • Varied first words of sentences • Illustrations—pictures, diagrams, maps, and charts. 	9
When presented with paragraphs, the class cooperatively changes the word order in the sentences to make the paragraph more interesting.	9
When presented with paragraphs, the class cooperatively makes them more interesting by combining ideas from two sentences into compound or complex sentences.	9

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Style (continued)

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

When presented with a paragraph, the student revises it to change the word order, using a variety of sentence structures.	9
When writing a final copy of a report on ancient civilizations, the student uses available technology.	9
The student makes a title page for a research report that includes <ul style="list-style-type: none"> • A title written in bold, easy-to-read lettering near the top of the cover • The author's name (in smaller letters than the title) near the bottom of the cover • An illustration that relates to the topic • The name of the teacher preceded by the word <i>for</i> • The date of the report 	10
When publishing a report on ancient civilizations, the student creates a bibliography page.	10

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Mechanics

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

Behavioral Objectives	First appears in lesson
Using a graphic organizer, the student writes an outline for a research report on civilization. The outline includes main headings numbered with Roman numerals followed by a period and subheadings labeled with capital letters followed by a period.	2
When writing information onto a source card, the student <ul style="list-style-type: none"> • Puts the author’s last name first, a comma, and then the first name followed by a period • Writes the title of the article, capitalizing all important letters, enclosing the title in quotation marks, and placing a period at the end • Writes the title of the source, capitalizing all important words, underlining the title, and placing a period at the end • Abbreviates edition with the letters <i>ed</i> followed by a period 	3
When writing reference information from the Internet onto a source card, the student <ul style="list-style-type: none"> • Writes the title of the article, capitalizing all important letters, enclosing the title in quotation marks, and placing a period at the end • Writes the title of the source, capitalizing all important words and placing a period at the end • Writes the electronic address of the site, omitting end punctuation 	3
Given information from a variety of sources, the student writes sample source cards with correct capitalization, punctuation, and abbreviations.	3
The student revises an outline for a research report on civilization to include Roman Numerals and capital letters that show main headings and subheadings.	7

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Mechanics (continued)

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

<p>The class cooperatively analyzes a report for</p> <ul style="list-style-type: none"> • A centered title • Capitalization of first, last, and key words in the title • Correct spelling • Correct capitalization • Correct punctuation 	8
<p>The student drafts a report about an ancient civilization written from three-source notes. The report includes</p> <ul style="list-style-type: none"> • A centered title • Capitalization of first, last, and key words in the title • Correct spelling • Correct capitalization • Correct punctuation 	8
<p>Using a Writing Evaluation Guide and working with a partner, the student edits a report about an ancient civilization written from three-source notes. The report includes</p> <ul style="list-style-type: none"> • A centered title • Capitalization of first, last, and key words in the title • Correct spelling • Correct capitalization • Correct punctuation 	9
<p>When editing a report about an ancient civilization, the student uses proofreading marks from the Writer's Guide.</p>	9
<p>When changing the word order in a paragraph, the student uses proofreading marks to make the changes.</p>	9
<p>When publishing a report on ancient civilizations, the student completes a bibliography written in the following format:</p> <ul style="list-style-type: none"> • The title <i>Bibliography</i> is centered on the top of the page. • There is a blank line after the title line. • References are in alphabetical order. • The first reference is at the margin. • The reference is copied exactly as it is written on the source card. • Each line after the first line is indented. 	10
<p>When publishing a report on ancient civilizations, the student numbers the pages starting with the outline as page 1.</p>	10