

High-Performance Writing: A Structured Approach
Advanced Writer’s Guide
Behavioral Objectives

Proofreading

Instructional Objective: To teach the students to use the proofreading step of the writing process when evaluating their own work and the work of others.

Behavioral Objectives	First appears in Proofreading lesson
The class states examples of common and proper nouns.	1
After cooperatively identifying common nouns, the class states examples of proper nouns for each common noun.	1
When presented with a list of proofreading marks and their meanings, the student matches each mark to its meaning.	1
When presented with proofreading marks, the student practices writing each mark.	1
When presented with a previously edited myth that contains several errors, the class cooperatively analyzes the proofreading marks to edit for <ul style="list-style-type: none"> • Indention of the first word of each paragraph • Capital letters at the beginning of sentences • End marks at the end of sentences • Capital letters for important words in titles • Lowercase letters for common nouns • Correct end marks—periods, question marks, and exclamation marks • Correct punctuation—commas, apostrophes, and quotation marks • Correct word usage • Missing words or letters added • Misspelled words 	1

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Proofreading (continued)

Instructional Objective: To teach the students to use the proofreading step of the writing process when evaluating their own work and the work of others.

<p>When cooperatively proofreading a myth, the class uses the correct proofreading marks for</p> <ul style="list-style-type: none"> • Check spelling • Insert a word or a letter • Delete a word or a sentence • Move a word or a sentence • Delete a letter or a punctuation mark • Begin a new paragraph • Change to a capital letter • Change to a lowercase letter • Insert a period • Insert a question mark • Insert an exclamation mark • Insert quotation marks • Insert a comma • Insert an apostrophe 	1
<p>When presented with proofreading mark definitions, the student holds up the card with the correct proofreading mark each time he or she hears a definition.</p>	2
<p>When presented with a myth containing errors, the class holds up the cards with the correct proofreading mark each time they find an error.</p>	2
<p>The class cooperatively proofreads a myth in the following order: Proofreading Steps</p> <ul style="list-style-type: none"> • Find the paragraphs (check for indenting) • Find the complete sentences (use capitals and end marks) • Check for capital letters • Check punctuation • Check how words are used • Check spelling 	2
<p>When presented with errors from a previously edited myth, the student writes the corrected sentence, phrase, or word.</p>	2

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Proofreading (continued)

Instructional Objective: To teach the students to use the proofreading step of the writing process when evaluating their own work and the work of others.

<p>The student proofreads a myth in the following order: Proofreading Steps</p> <ul style="list-style-type: none"> • Find the paragraphs (check for indenting) • Find the complete sentences (use capitals and end marks) • Check for capital letters • Check punctuation • Check how words are used • Check spelling 	3
<p>When proofreading a myth, the student uses the correct proofreading marks for</p> <ul style="list-style-type: none"> • Check spelling • Insert a word or a letter • Delete a word or a sentence • Move a word or a sentence • Delete a letter or a punctuation mark • Begin a new paragraph • Change to a capital letter • Change to a lowercase letter • Insert a period • Insert a question mark • Insert an exclamation mark • Insert quotation marks • Insert a comma • Insert an apostrophe 	3
<p>When presented with previously identified errors, the student writes the correction for each error.</p>	3
<p>When presented with a customized list of the most commonly missed proofreading errors, the student uses this list as a guide for proofreading myths.</p>	4
<p>After proofreading a myth, the student exchanges papers with a partner and uses a Proofreading Checklist to check for additional errors.</p>	4

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Technology

Instructional Objective: To teach the students the basic skills they need to use technology as part of the writing process.

Behavioral Objectives	First appears in Technology lesson
<p>The class names the following items on a computer and identifies their purposes:</p> <ul style="list-style-type: none"> • Monitor: lets you see what is happening • Keyboard: lets you input information • CPU: (central processing unit) the computer’s brain • Hard Drive: lets you store information inside the computer • Disk Drive: lets you put information on a diskette • Disk: lets you store information you can take away with you • Printer: lets you produce paper copies of your work • Document: what you write is called your document. 	1
<p>The class names the following items on a keyboard and identifies their purposes:</p> <ul style="list-style-type: none"> • Shift Keys: let you type a capital letter if you hold them down while pressing the letter • Space Bar: puts a space between words • Caps Lock: lets you type in all capitals • Tab Key: lets you indent to start a paragraph • Enter Key: lets you start a new line. 	1
<p>As the teacher models the steps for <i>creating a new document</i>, the class reads aloud the instructions from the handbook.</p>	1
<p>As the teacher reads aloud the steps for <i>creating a new document</i>, the student follows the instructions to complete each step.</p>	1
<p>As the teacher reads aloud the two shortcuts for <i>creating a new document</i>, the student follows the instructions to complete each step.</p>	1
<p>As the teacher reads aloud the steps for <i>adding text to a document</i>, the student follows the instructions to complete each step.</p>	1
<p>Given specific step-by-step instructions for writing a three-paragraph autobiography called “My Life So Far,” the student follows the instructions and writes the autobiography.</p>	1

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Technology (continued)

Instructional Objective: To teach the students the basic skills they need to use technology as part of the writing process.

As the teacher reads aloud the steps for <i>saving a document to a disk</i> , the student follows the instructions to complete each step.	1
The class cooperatively reviews the computer vocabulary by naming items touched by the teacher.	2
As the teacher reads aloud the steps for <i>opening an existing document</i> , the student follows the instructions to complete each step.	2
As the teacher reads aloud the shortcut for <i>opening an existing document</i> , the student follows the instructions to complete each step.	2
The student uses the <i>click and drag</i> technique to complete the following tasks for an existing document: <ul style="list-style-type: none"> • Change the font style • Change the font size • Use bold • Use underlining 	2
As the teacher reads aloud the steps for <i>saving an existing file as a different version</i> , the student follows the instructions to complete each step.	2
The class cooperatively reviews the computer vocabulary by naming and telling purpose of items touched by the teacher.	3
As the teacher reads aloud the steps for using the <i>drop down menu</i> , the student follows the instructions to complete each step.	3
Using the information from the Handbook, the student edits an existing document by using the following techniques: <ul style="list-style-type: none"> • Insert text • Delete text • Move text 	3
After finding instructions in the Handbook, the student uses a shortcut to perform a function.	3
The class names the file and edit drop-down menus found on the toolbar.	3

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Technology (continued)

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The class names each of the following drop-down menus found on the toolbar: <ul style="list-style-type: none"> • File • Edit • View • Insert • Format • Tools • Table • Window • Help 	4
When editing a document, the student uses the File drop-down menu.	4
The student uses the File shortcuts to <ul style="list-style-type: none"> • Open a saved document • Save a document 	4
As the teacher models the steps for <i>proofreading a document</i> , the students read the instructions from their handbooks.	4
Using information from the Handbook, the student proofreads and edits an existing document using the following techniques: <ul style="list-style-type: none"> • Insert and delete punctuation • Change to capitals or lowercase • Change words by using delete and insert • Check spelling 	4
When editing a document, the student uses the Tools drop-down menu to proofread for word use and spelling.	4
The student uses the Tools shortcut to check the spelling in a document.	4
When presented with shortcut flashcards, the student identifies the function of each shortcut.	5
When publishing a document, the student uses the File and Format drop-down menus.	5

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Instructional Objective: To teach the students the basic skills they need to use technology as part of the writing process.

When publishing a document, the student uses the Format shortcut to <ul style="list-style-type: none">• Select an entire document• Single-space• Double-space• Center• Print	5
Using the information from the Handbook, the student publishes an edited document using the following techniques: <ul style="list-style-type: none">• Print preview• Double space• Center text• Save the final versions of documents• Print documents	5