High-Performance Writing: A Structured Approach
Beginning Descriptive Writing
Behavioral Objectives

Organization

Instructional Objective: To teach the student to write a well-organized, descriptive composition in logical order with a beginning sentence, middle detail sentences, and a closing sentence.

Behavioral Objectives	First appears in lesson
When presented with a paragraph, the class cooperatively identifies the number of sentences in the paragraph.	1
When presented with a paragraph, the class cooperatively identifies the topic sentence, detail sentences, and closing sentence.	1
When presented with a graphic organizer and an object to describe, the class cooperatively writes the beginning sentence, five middle sentences, and a closing sentence for a five-sense paragraph.	2
The student writes the beginning (topic) sentence, five middle (detail) sentences, and a closing (ending) sentence for a five-sense paragraph.	3
Using a spatial organizer, the class cooperatively analyzes a paragraph for a topic sentence, descriptive detail sentences, and an ending sentence.	5
Using a spatial organizer, the class cooperatively writes a descriptive paragraph with a topic sentence, detail sentences, and an ending sentence.	6
Using a spatial organizer, the student writes a paragraph with a topic sentence, detail sentences, and an ending sentence.	7
The class cooperatively writes a personal response to a riddle.	9
The student writes a riddle that contains three details and a closing question.	9
Using a planning sheet, the student writes a personal response to a descriptive poem that contains a topic sentence, three detail sentences, and a closing sentence.	10

Content

Instructional Objective: To teach the student to write in the descriptive format, using the five senses and spatial order.

Behavioral Objectives	First appears in lesson
The class cooperatively analyzes a descriptive paragraph for use of the five senses in describing an object.	1
The student copies a model topic (beginning) sentence into a graphic organizer for a five-sense paragraph.	2
The class cooperatively brainstorms describing words for five sentences about an object.	2
The student copies a model closing (ending) sentence into a graphic organizer for a five-sense paragraph.	2
The student writes a beginning sentence for a five-sense paragraph that introduces an object.	3
The students work in groups to write describing words for five sentences about an object in a five-sense paragraph.	3
The student writes five descriptive sentences for the middle of a five-sense paragraph	3
The student copies a model ending sentence for a five-sense paragraph that summarizes an object description.	3
The class cooperatively writes a paragraph using spatial order to describe what they see in an area. (in front of, to the left, behind, and to the right of them)	6
The student writes a paragraph using spatial order to describe what he or she sees in an area in front of, to the left, behind, and to the right.	7
The student writes a riddle that describes a person or a thing.	9
The student writes a personal response to a descriptive poem.	10

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Style

Instructional Objective: To teach the student to write sentences that make a clear picture to the reader and to use adjectives, adverbs, and similes to expand and enhance a descriptive composition.

Behavioral Objectives	First appears in lesson
When presented with an object, the class cooperatively uses the five senses to describe the object.	1
When presented with an incomplete nonsense rhyme, the student chooses and writes nouns to complete the rhyme.	1
When presented with a poem, the class cooperatively identifies the nouns in the poem.	2
When presented with a poem, the class cooperatively adds adjectives to make the poem more interesting.	2
When presented with an incomplete poem, the student chooses and writes adjectives to complete the poem.	2
The class cooperatively edits a previously written paragraph, adding adjectives to make it more interesting.	2
The class cooperatively edits a previously written paragraph, varying the first words of sentences to make it more interesting.	2
The class cooperatively edits a previously written paragraph, using figurative language (similes) to make it more interesting.	2
When presented with an incomplete poem, the student chooses and writes verbs to complete the poem.	3
When presented with a poem, the class cooperatively identifies the verbs.	4
When presented with an incomplete poem, the student chooses and writes adverbs to complete the poem.	4
When presented with a variety of subjects and predicates, the students matches them to create sentences that make sense.	5
The student differentiates complete sentences from fragments.	5
When presented with a sentence, the class cooperatively identifies the transition words.	6
The class adds detail sentences, similes, specific vocabulary, adjectives, and adverbs to a paragraph that uses spatial order to describe what they see in an area. (in front of, to the left, behind, and to the right)	6
When presented with a sentence, the class cooperatively identifies general words and replaces them with specific words to give a clearer picture.	8
The student chooses words from a word box to complete similes.	10

Mechanics

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

Behavioral Objectives	First appears in lesson	
After writing a descriptive paragraph, the student uses proofreading marks to edit the paragraph.	Caret	2
	Change to a capital letter	6
	Add a period	6
	Add a question mark	7
When writing a paragraph, the student indents the first word.	3	
The student identifies nouns that name people as "who" words and nouns that name animals and things as "what" words.	5	
When presented with a sentence, the student indicates that it begins with a capital letter.	6	
When presented with a telling sentence, the class cooperatively indicates that it ends with a period.	6	
When presented with telling sentences, the student edits them for beginning capitals and periods.	6	
When presented with an asking sentence, the class cooperatively indicates that it ends with a question mark.	7	
When presented with asking sentences, the student edits them for beginning capitals and question marks.	7	
The student edits a previously written paragraph for use of capitalization, punctuation, transition words, detail sentences, figurative language (similes), specific vocabulary, adjectives, and adverbs.	8	
When presented with a title, the class cooperatively identifies the quotation marks around the title.	9	
When presented with several sentences, the student differentiates between telling and asking sentences.	9	