

***High-Performance Writing: A Structured Approach***  
**Beginning Narrative Writing**  
**Behavioral Objectives**

**Organization**

Instructional Objective: To teach the student to write a well-organized narrative composition with a title, a beginning, a middle, an end, and a chronological sequence of events.

<b>Behavioral Objectives</b>	<b>First appears in lesson</b>
<p>The class cooperatively analyzes a problem-centered story for</p> <ul style="list-style-type: none"> <li>• A title that hints what will happen</li> <li>• A beginning that introduces the reader to the main character or characters and describes the plot</li> <li>• A middle that tells how the character or characters try to solve the problem</li> <li>• An ending that tells how the character or characters solved the problem</li> </ul>	1
<p>Using a graphic organizer, the class cooperatively writes a problem-centered story that includes</p> <ul style="list-style-type: none"> <li>• A title that hints what will happen</li> <li>• A beginning that introduces the reader to the main character or characters and describes the plot</li> <li>• A middle that tells how the character or characters try to solve the problem</li> <li>• An ending that tells how the character or characters solved the problem.</li> </ul>	2
<p>Using a graphic organizer, the student writes a problem-centered story that includes</p> <ul style="list-style-type: none"> <li>• A title that hints what will happen</li> <li>• A beginning that introduces the reader to the main character or characters and describes the plot</li> <li>• A middle that tells how the character or characters try to solve the problem</li> <li>• An ending that tells how the character or characters solved the problem.</li> </ul>	4

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**Organization (continued)**

Instructional Objective: To teach the student to write a well-organized narrative composition with a title, a beginning, a middle, an end, and a chronological sequence of events.

<p>Using a graphic organizer, the class cooperatively analyzes a personal narrative for</p> <ul style="list-style-type: none"> <li>• A title that gets the reader’s attention and hints what will happen in the story</li> <li>• An opening paragraph that introduces the main character and the setting</li> <li>• A middle that describes what happened—the problem in the story</li> <li>• A closing sentence that brings the story to an end</li> </ul>	6
<p>Using a graphic organizer, the class cooperatively plans and drafts a personal narrative that describes a day when they had a substitute teacher. The story has</p> <ul style="list-style-type: none"> <li>• A title that gets the reader’s attention and hints what will happen in the story</li> <li>• An opening paragraph that introduces the main character and the setting</li> <li>• A middle that describes what happened—the problem in the story</li> <li>• A closing sentence that brings the story to an end</li> </ul>	7
<p>Using a graphic organizer, the student plans and drafts a personal narrative that describes being made to wear something. The narrative includes</p> <ul style="list-style-type: none"> <li>• A title that gets the reader’s attention and hints what will happen in the story</li> <li>• An opening paragraph that introduces the main character and the setting</li> <li>• A middle that describes what happened—the problem in the story</li> <li>• A closing sentence that brings the story to an end</li> </ul>	9

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**Content**

Instructional Objective: To teach the student to write a story that includes setting, problem and solution, character development, and details.

<b>Behavioral Objectives</b>	<b>First appears in lesson</b>
Using a graphic organizer, the class cooperatively analyzes a problem-centered story for characters, setting, plot, details, and a solution to the problem.	1
Using a graphic organizer, the class cooperatively analyzes a problem-centered story for a circular format.	1
The class brainstorms to identify and describe <ul style="list-style-type: none"> <li>• The main character—usually a person or animal</li> <li>• Someone the main character helped</li> <li>• The main setting</li> <li>• What happened in the story</li> <li>• How the story ended</li> </ul>	2
Using a graphic organizer, the class cooperatively plans and drafts a problem-centered story about a girl’s adventures after eating Super O’s breakfast cereal.	2
When drafting a problem centered story, the class cooperatively brainstorms detail sentences that describe a character’s personality, emotions, point of view, and actions.	2
When drafting a problem centered story, the class cooperatively brainstorms detail sentences that describe the problem and the solution.	2
When drafting a problem-centered story, the class cooperatively brainstorms a closing sentence that completes the circle story.	2
When presented with setting strips, the class identifies items that tell when and items that tell where.	4
When drafting a problem-centered story, the student brainstorms <ul style="list-style-type: none"> <li>• The main character—usually a person or animal</li> <li>• The setting</li> <li>• The problem</li> <li>• The plot</li> <li>• The solution to the problem</li> <li>• The ending</li> </ul>	4
Using a graphic organizer, the student plans and drafts a problem-centered story that tells what happened when the student woke up one day only two inches tall.	4

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**Content (continued)**

Instructional Objective: To teach the student to write a story that includes setting, problem and solution, character development, and details.

Using a graphic organizer, the class cooperatively analyzes a personal narrative for a title, an opening sentence, characters, a setting, what happened, and a closing sentence.	6
Using a graphic organizer, the class cooperatively displays a personal narrative to show the shape as a linear story.	6
Using a graphic organizer, the class cooperatively plans and drafts a personal narrative about a day when they had a substitute teacher. The story <ul style="list-style-type: none"> <li>• Has a beginning with a first sentence</li> <li>• Lets the reader meet the main character or characters</li> <li>• Tells the reader about the setting</li> <li>• Tells the reader what the problem is and how it makes the character or characters feel</li> <li>• Has a middle that tells how the character tries to solve the problem</li> <li>• Has an ending that tells how the character solved the problem</li> <li>• Tells the reader how the character felt at the end of the story</li> </ul>	7
Using a graphic organizer, the student plans and drafts a personal narrative that describes being made to wear something. The story <ul style="list-style-type: none"> <li>• Has a beginning with a first sentence</li> <li>• Lets the reader meet the main character or characters</li> <li>• Tells the reader about the setting</li> <li>• Tells the reader what the problem is and how it makes the character or characters feel</li> <li>• Has a middle that tells how the character tries to solve the problem</li> <li>• Has an ending that tells how the character solved the problem</li> <li>• Tells the reader how the character felt at the end of the story</li> </ul>	9
The student works with a “writing buddy” to draft a personal narrative.	9

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**Style**

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

<b>Behavioral Objectives</b>	<b>First appears in lesson</b>
When given a sentence fragment strip, the student reads the strip and identifies it as either a subject or a predicate.	1
After reading sentence fragment strips, the class cooperatively matches them to make complete sentences.	1
After analyzing a problem-centered story, the student writes frequently used and new words in a word bank.	1
When presented with sentences and sentence fragments, the student identifies each as a subject, predicate, or complete sentence.	1
Using previously matched sentence fragment strips, the class cooperatively answers questions about the subjects and the predicates.	2
When drafting a problem-centered story, the class cooperatively writes the story in the third person and in past tense.	2
When drafting a problem-centered story, the class cooperatively uses words from their word banks.	2
When presented with telling sentences, the student identifies the subject and predicate of each.	2
After the class has cooperatively stated telling sentences, they restate them as asking sentences.	3
The class cooperatively edits a previously written problem-centered story for the use of adjectives to make the story more interesting.	3
The class cooperatively edits a previously written problem-centered story for the use of adverbs to make the story more interesting.	3
The class cooperatively edits a previously written problem-centered story for the use of dialogue to make the story more interesting.	3
While editing a previously written problem-centered story for the use of dialogue, the class cooperatively identifies the quotation and the dialogue stem.	3
When writing a problem-centered story about himself or herself, the student uses the first person and writes in the past tense.	4
When drafting a problem-centered story, the student uses words from his or her word bank.	4

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**Style (continued)**

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

When presented with nouns, the student adds adjectives to each noun that tells which one, how many, or what kind.	5
The student edits a previously written problem-centered story for the use of adjectives to make the story more interesting.	5
The student edits a previously written problem-centered story for the use of adverbs make the story more interesting.	5
The student edits a previously written problem-centered story for the use of dialogue to make the story more interesting.	5
The student uses available technology to write the final copy of a problem-centered story.	5
Using the Writer’s Guide, the student proofreads, publishes, and presents a problem-centered story.	5
After writing a final copy of a problem-centered story, the student adds an illustration to make it more interesting.	5
The student defines a narrative as a story and a personal narrative as a story that tells what happens to the author.	6
When presented with a weak action verb ( <i>moved</i> ), the class cooperatively replaces it with a stronger action verb ( <i>raced</i> or <i>jumped</i> ).	6
When presented with sentences, the class makes the sentences more informative by adding words that tell how, when, where, or why.	6
The class cooperatively analyzes a personal narrative for use of first person, and identifies the story as a <i>first-person narrative</i> .	6
When presented with a word, the student modifies it by telling when, where, how, or why.	6
When presented with a sentence, the student edits it by adding words that tell when, where, how, and why.	6
When presented with words that describe feelings, the class cooperatively identifies them as positive/happy feeling words or negative/unhappy feeling words.	7

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**Style (continued)**

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

When presented with feeling words, the student sorts each word into either the positive/happy or negative/unhappy category.	7
The class cooperatively drafts a personal narrative, using the first person and past tense.	7
When cooperatively drafting a personal narrative, the class uses words from their word bank.	7
When given sets of time-order words, the class cooperatively rearranges them into an order that makes sense.	8
When cooperatively editing a previously written personal narrative, the class uses time-order words to make the story easier to follow.	8
When cooperatively editing a previously written personal narrative, the class adds adjectives to make it more interesting.	8
When cooperatively editing a previously written personal narrative, the class adds adverbs to make it more interesting.	8
When cooperatively editing a previously written personal narrative, the class adds dialogue to show what people think and say.	8
When presented with an incomplete paragraph, the student inserts time words into it to help the reader move from one time in the story to another time.	8
After cooperatively brainstorming a list of action verbs, the class changes each verb to past tense.	9
When given present-tense verbs and past-tense verb endings, the student matches each action verb to the correct past-tense ending.	9
The student drafts a personal narrative, using the first person and past tense.	9
When drafting a personal narrative, the student uses words from the word bank.	9
When given present-tense verbs and irregular past-tense forms of these verbs, the student matches each action verb to the correct past-tense verb.	10

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**Style (continued)**

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

The student works with a “writing buddy” to edit a personal narrative, sharing ideas to improve the story.	10
The student edits a previously written personal narrative, using time-order words to make the story easier to follow.	10
The student edits a previously written personal narrative, adding adjectives to make it more interesting.	10
The student edits a previously written personal narrative, adding adverbs to make it more interesting.	10
The student uses available technology to write the final copy of a personal narrative.	10
Using the Writer’s Guide, the student proofreads, publishes, and presents a personal narrative.	10
The student adds illustrations to a final copy of a personal narrative to make the story more interesting.	10
The student shares the final copy of a personal narrative in an “author’s corner” presentation.	10

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**Mechanics**

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

<b>Behavioral Objectives</b>	<b>First appears in lesson</b>
The class analyzes telling sentences for correct capitalization and end punctuation.	2
When cooperatively drafting a problem-centered story, the class indents the first word of the each paragraph.	2
When presented with telling sentences, the student edits them for capitalization and end punctuation.	2
When editing sentences, the student uses these proofreading marks <ul style="list-style-type: none"> <li>▪ Three lines under a letter to capitalize</li> <li>▪ A caret to insert text</li> <li>▪ A circle around a period</li> </ul>	2
After stating telling sentences, the class cooperatively edits them for capitalization and punctuation.	3
The class cooperatively edits asking sentences for capitalization and punctuation.	3
When cooperatively editing a previously written problem-centered story for the use of dialogue, the class places quotation marks around the exact words of the speaker.	3
When presented with asking sentences, the student edits them for capitalization and punctuation.	3
When drafting a problem-centered story, the student indents the first word of each paragraph.	4
When drafting a problem-centered story, the student capitalizes the first word of each sentence, uses the word <i>I</i> , and uses correct end punctuation.	4
When cooperatively drafting a personal narrative, the class indents the first word of each paragraph.	7
The class cooperatively drafts a personal narrative, capitalizing the first word of each sentence, the word <i>I</i> , and using correct punctuation.	7
The class cooperatively edits a previously written personal narrative, adding dialogue with the correct punctuation.	8
The class cooperatively edits a previously written personal narrative for capitalization and punctuation.	8

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**Mechanics (continued)**

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

<b>Behavioral Objectives</b>	<b>First appears in lesson</b>
The class cooperatively edits a previously written personal narrative for correct use of past-tense verbs.	8
When drafting a personal narrative, the student indents the first word of each paragraph.	9
The student drafts a personal narrative, capitalizing the first word of each sentence, the word <i>I</i> , and using correct punctuation.	9
The student edits a previously written personal narrative for capitalization and punctuation.	10
The student edits a previously written personal narrative for correct use of past-tense verbs.	10