

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

Organization

Instructional Objective: To teach the student to write a well-organized piece of persuasive writing that clearly presents the topic, stays on topic, follows a logical sequence, and provides closure.

Behavioral Objectives	First appears in lesson
The class cooperatively analyzes a sales pitch for <ul style="list-style-type: none"> • A beginning sentence that presents the topic • A middle with related sentences • An ending sentence with a slogan 	1
Using a planning sheet, the class cooperatively drafts a sales pitch for a fruit-tasting fair that includes <ul style="list-style-type: none"> • A beginning sentence that presents the topic • A middle with related sentences • An ending sentence with a slogan 	2
The class cooperatively edits a previously drafted sales pitch for <ul style="list-style-type: none"> • A beginning sentence that presents the topic • A middle with related sentences • An ending sentence with a slogan 	3
Using a planning sheet, the student drafts a sales pitch for an item to be sold in a class store. The sales pitch includes <ul style="list-style-type: none"> • A beginning sentence that presents the topic • A middle with related sentences • An ending sentence with a slogan 	4
The student edits a previously drafted sales pitch for <ul style="list-style-type: none"> • A beginning sentence that presents the topic • A middle with related sentences • An ending sentence with a slogan 	5
The class cooperatively analyzes a paragraph for <ul style="list-style-type: none"> • A topic sentence at or near the beginning that tells what the paragraph is about • Middle sentences that add more information or details • A closing sentence that brings the paragraph to an end 	6

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Organization (continued)

Instructional Objective: To teach the student to write a well-organized piece of persuasive writing that clearly presents the topic, stays on topic, follows a logical sequence, and provides closure.

<p>Using a planning sheet, the class cooperatively drafts a persuasive paragraph that tells why they should have thirty minutes of physical exercise every day. The paragraph includes</p> <ul style="list-style-type: none"> • A topic sentence at or near the beginning that states the opinion • Middle sentences that add details and provide supporting evidence • Sentences that stay focused on the topic • A closing sentence that restates the opinion 	7
<p>The class cooperatively edits a persuasive paragraph that tells why they should have thirty minutes of physical exercise every day for</p> <ul style="list-style-type: none"> • A topic sentence at or near the beginning that states the opinion • Middle sentences that add details and provide supporting evidence • Sentences that stay focused on the topic • A closing sentence that restates the opinion 	8
<p>When presented with a persuasive paragraph, the class cooperatively identifies sentences that do not give more detail about the topic.</p>	9
<p>Using a planning sheet, the student drafts a persuasive paragraph that tells why classes should take turns keeping the school grounds clean. The paragraph includes:</p> <ul style="list-style-type: none"> • A topic sentence at or near the beginning that states the opinion • Middle sentences that add details and provide supporting evidence • Sentences that stay focused on the topic • A closing sentence that restates the opinion 	9
<p>When presented with a persuasive paragraph, the student crosses out sentences that do not give more detail about the topic.</p>	9

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Organization (continued)

Instructional Objective: To teach the student to write a well-organized piece of persuasive writing that clearly presents the topic, stays on topic, follows a logical sequence, and provides closure.

Using a persuasive paragraph that tells why classes should take turns keeping the school grounds clean, the student edits for <ul style="list-style-type: none">• A topic sentence at or near the beginning that states the opinion• Middle sentences that add details and provide supporting evidence• Sentences that stay focused on the topic• A closing sentence that restates the opinion	10
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High-Performance Writing: A Structured Approach
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Content

Instructional Objective: To teach the student to write a clear, logical, and well-supported persuasive composition.

Behavioral Objectives	First appears in lesson
The class cooperatively analyzes a model sales pitch for <ul style="list-style-type: none"> • A catchy beginning sentence that grabs the audience’s attention • Repeated use of the product name • A statement that tells the best things about the product • Convincing words that describe the product • A catchy ending slogan 	1
The class cooperatively uses available technology to conduct research for an upcoming advertisement topic.	1
The class cooperatively uses a planning sheet to record information they will use to draft a sales pitch for a fruit fair. The information includes <ul style="list-style-type: none"> • Product for sale • Audience • Product name • The best things about the product • Words that describe the product • A slogan 	2
Using a planning sheet, the class cooperatively drafts a sales pitch for a fruit fair that includes <ul style="list-style-type: none"> • A catchy beginning sentence that grabs the audience’s attention • Repeated use of the product name • A statement that tells the best things about the product • Convincing words that describe the product • A catchy ending slogan 	2
The class cooperatively edits a previously drafted sales pitch for <ul style="list-style-type: none"> • A catchy beginning sentence that grabs the audience’s attention • Repeated use of the product name • A statement that tells the best things about the product • Convincing words that describe the product • A catchy ending slogan 	3
The class cooperatively brainstorms topics for a sales pitch.	4

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Content (continued)

Instructional Objective: To teach the student to write a clear, logical, and well-supported persuasive composition.

<p>The student uses a planning sheet to record information that will help in drafting a sales pitch a class store. The information includes</p> <ul style="list-style-type: none"> • Product for sale • Audience • Product name • The best things about the product • Words that describe the product • A slogan with strong, catchy words 	4
<p>Using a planning sheet, the student drafts a sales pitch for an item to be sold in a class store. The sales pitch includes</p> <ul style="list-style-type: none"> • A catchy beginning sentence that grabs the audience’s attention • Repeated use of the product name • A statement that tells the best things about the product • Convincing words that describe the product • A catchy ending slogan 	4
<p>The student edits a previously drafted sales pitch for</p> <ul style="list-style-type: none"> • A catchy beginning sentence that grabs the audience’s attention • Repeated use of the product name • A statement that tells the best things about the product • Convincing words that describe the product • A catchy ending slogan 	5
<p>When presented with detail sentences, the class cooperatively chooses an appropriate topic sentence.</p>	6
<p>The class cooperatively analyzes a persuasive paragraph for</p> <ul style="list-style-type: none"> • A topic sentence at or near the beginning that gives the author’s opinion • Middle sentences that add details and try to convince the audience that the opinion is the best or most correct • Personal reasons that support the opinion • Numbers that support the opinion • Information from expert sources that supports the opinion • A closing sentence that restates the author’s opinion 	6

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Content (continued)

Instructional Objective: To teach the student to write a clear, logical, and well-supported persuasive composition.

When presented with paragraphs containing detail sentences, the student chooses the most appropriate topic sentence.	6
When presented with a paragraph, the class cooperatively identifies the detail sentences.	7
When presented with a topic sentence, the class cooperatively creates detail sentences that tell more about the topic.	7
The class cooperatively uses a planning sheet to record information they will use to draft a persuasive paragraph that tells why they should have thirty minutes of physical exercise every day. The information includes <ul style="list-style-type: none"> • The topic • An opinion • Evidence that includes personal reasons • Evidence that includes supporting numbers • Evidence that includes information from experts 	7
The class cooperatively drafts a persuasive paragraph that tells why they should have thirty minutes of physical exercise every day. The paragraph includes <ul style="list-style-type: none"> • A topic sentence at or near the beginning that gives the opinion • Middle sentences that add details and try to convince the audience that the opinion is the best or most correct • Personal reasons that support the opinion • Numbers that support the opinion • Information from expert sources that supports the opinion • A closing sentence that restates the opinion 	7
When presented with a paragraph, the student underlines the detail sentences.	7
When presented with a topic sentence, the student writes three detail sentences that support the topic.	7
When presented with a paragraph, the class cooperatively identifies the closing sentence.	8

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Content (continued)

Instructional Objective: To teach the student to write a clear, logical, well-supported persuasive composition.

<p>The class cooperatively edits a previously drafted persuasive paragraph to</p> <ul style="list-style-type: none"> • Make sure that all ideas are closely related to the opinion so that the paragraph maintains focus • Use only the most convincing and believable reasons to support the opinion • Use personal reasons that support the opinion • Use numbers that support the opinion • Use information from an expert that supports the opinion 	8
<p>When presented with a paragraph, the student underlines the closing sentence.</p>	8
<p>The student uses a planning sheet to record information that will help in drafting a persuasive paragraph that tells why classes should take turns keeping the school grounds clean. The information includes</p> <ul style="list-style-type: none"> • The topic • An opinion • Evidence that includes personal reasons • Evidence that includes supporting numbers • Evidence that includes information from experts 	9
<p>The student drafts a persuasive paragraph that tells why classes should take turns keeping the school grounds clean. The paragraph includes</p> <ul style="list-style-type: none"> • A topic sentence at or near the beginning that gives the opinion • Middle sentences that add details and try to convince the audience that the opinion is the best or most correct • Personal reasons that support the opinion • Numbers that support the opinion • Information from expert sources that supports the opinion • A closing sentence that restates the opinion 	9

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Content (continued)

Instructional Objective: To teach the student to write a clear, logical, and well-supported persuasive composition.

The student edits a previously drafted persuasive paragraph to <ul style="list-style-type: none">• Make sure that all ideas are closely related to the opinion so that the paragraph maintains focus• Use only the most convincing and believable reasons that support the opinion• Use personal reasons that support the opinion• Use numbers that support the opinion• Use information from an expert that supports the opinion	10
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Style

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

Behavioral Objectives	First appears in lesson
The class cooperatively analyzes a sales pitch for the use of rhyme or alliteration.	1
When presented with sales pitches, the student identifies those that use strong words to catch and hold the audience's attention.	1
When presented with sales pitches, the student underlines the convincing words that catch and hold the audience's attention.	1
When presented with sentences, the class cooperatively identifies the verb in each sentence.	2
Using rhyme and alliteration, the class cooperatively plans a name for a fruit fair.	2
When drafting a sales pitch for the fruit fair, the class cooperatively brainstorms strong, catchy words that describe each fruit.	2
When presented with sentences, the student underlines the verb in each sentence.	2
When presented with sentences with missing verbs, the student inserts a verb that would make sense in each sentence.	2
When given a sentence fragment strip, the student reads the strip and identifies it as either a subject or a predicate.	3
After reading sentence fragment strips, the class cooperatively matches them to make complete sentences.	3
Using a previously drafted sales pitch, the class cooperatively edits it for use of <ul style="list-style-type: none"> • Alliteration in the product name • Rhyme in the product name • Strong words that convince the audience to buy the product 	3
Working with a partner, the student reads the sales pitch in a convincing manner, with enthusiasm, and with expression.	3
When presented with sentences or fragments, the student determines whether each item tells who or what and what happens. Then the student determines if each item is a sentence.	3

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Style (continued)

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

Using the Writer’s Guide, the class cooperatively proofreads, publishes, and presents a sales pitch.	3
Following the Writer’s Guide, the class cooperatively uses available technology to write a final copy of a sales pitch.	3
After matching sentence fragment strips, the student answers who and what questions about the sentences.	4
The class cooperatively analyzes sentences for the use of understood <i>you</i> as the subject.	4
When drafting a sales pitch, the student writes frequently used and new words in a word bank.	4
Using rhyme and alliteration, the student invents a name for a product that will be sold in a class store.	4
The student states strong, catchy words that describe each item in a sales pitch.	4
After the class has stated telling sentences, they restate each of them as asking sentences.	5
Using a previously drafted sales pitch, the student edits it for <ul style="list-style-type: none"> • Alliteration in the product name • Rhyme in the product name • Strong words that convince the audience to buy the product 	5
The student uses available technology to write the final copy of a sales pitch.	5
Using the Writer’s Guide, the student proofreads, publishes, and presents a sales pitch.	5
Working with a partner, the student reads the sales pitch in a convincing manner, with enthusiasm, and with expression.	5
The class analyzes a persuasive paragraph for <ul style="list-style-type: none"> • Convincing language • Opinion words like <i>I think, I believe, and should</i> 	6
The class chooses the most convincing evidence to include in a persuasive paragraph about why they should have thirty minutes of physical exercise every day.	7

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Behavioral Objectives

Style (continued)

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

The class cooperatively edits a previously drafted persuasive paragraph for <ul style="list-style-type: none"> • Varying the first word of each sentence to keep the reader interested • Opinion words such as <i>I think, I believe, and should</i> • Restatement of the opinion using different words 	8
Using the Writer’s Guide, the class cooperatively proofreads, publishes, and presents a persuasive paragraph.	8
Following the Writer’s Guide, the class uses available technology to write a final copy of a persuasive paragraph.	8
When presented with a paragraph, the student writes a closing sentence that uses different words to restate the topic.	8
The student chooses the most convincing evidence to include in a persuasive paragraph about why classes should take turns keeping the school grounds clean.	9
When presented with sentences, the class cooperatively analyzes them for polite and appropriate language.	10
When presented with sentences that are not written politely, the class rewrites each sentence, using <i>I</i> statements rather than <i>you</i> statements.	10
The student edits a previously drafted persuasive paragraph for <ul style="list-style-type: none"> • Varying the first word of each sentence to keep the reader interested • Opinion words such as <i>I think, I believe, and should</i> • Polite sentences that use <i>I</i> statements rather than <i>you</i> statements • Restatement of the opinion using different words 	10
The student uses available technology to write the final copy of a persuasive paragraph.	10
Using the Writer’s Guide, the student proofreads, publishes, and presents a persuasive paragraph.	10
When presented with sentences, the student identifies polite statements.	10
When presented with incomplete sentences, the student chooses the words that complete each sentence politely.	10

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Mechanics

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

Behavioral Objectives	First appears in lesson
When cooperatively drafting a sales pitch, the class indents the first word of the paragraph.	2
When cooperatively editing a previously drafted sales pitch, the class uses proofreading marks correctly.	3
The class cooperatively analyzes telling sentences for capitalization and end punctuation.	4
When drafting a sales pitch, the student indents the first word of the paragraph.	4
When presented with telling sentences, the student uses proofreading marks to edit them for capitalization and end punctuation.	4
When presented with asking sentences, the student uses proofreading marks to edit each sentence for capitalization and end punctuation.	5
When editing a previously drafted sales pitch, the student uses proofreading marks correctly.	5
When editing a previously drafted sales pitch, the student uses a word bank to check and correct spelling errors.	5
When cooperatively drafting a persuasive paragraph, the class writes in the first person when expressing an opinion.	7
The class cooperatively edits a previously written persuasive paragraph for capitalization of the word <i>I</i> , first and last names, and the first words of sentences.	8
The class cooperatively edits a previously written persuasive paragraph for correct end punctuation.	8
When drafting a persuasive paragraph, the student writes frequently used and new words in a word bank.	9
When drafting a persuasive paragraph, the student indents the first word of the paragraph.	9
When drafting a persuasive paragraph, the student writes in the first person when expressing an opinion.	9
The student edits a previously written persuasive paragraph for capitalization of the word <i>I</i> , first and last names, and the first words of sentences.	10
The student edits a previously written persuasive paragraph for correct end punctuation.	10