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

Organization

Instructional Objective: To teach the student to write well-organized pieces of practical writing, including a list, a message, an invitation, a thank-you letter, and a friendly letter.

Behavioral Objectives	First appears in lesson
The class cooperatively analyzes a list for key word capitalization and for each item on its own line.	1
When cooperatively writing a list in a column, the class begins the list by writing a heading.	1
The class cooperatively analyzes a message for the name of the recipient, a brief body, and a closing with a signature.	2
The class cooperatively drafts and edits a message that includes the name of the recipient, a brief body, and a closing with a signature.	2
The class cooperatively analyzes an invitation for • A heading that includes the sender's name, address, and date • A greeting • A body that tells all the necessary information • A closing with a signature • An RSVP	3
The class cooperatively drafts and edits an invitation that includes • A heading that provides the sender's name, address, and date • A greeting • A body that tells all the necessary information • A closing with a signature • An RSVP	4
The class cooperatively analyzes a thank-you letter for • A heading that provides the sender's name, address, and date • A greeting • A body that tells why the writer is thankful • A closing and signature	5
The class cooperatively drafts and edits a thank-you letter with • A heading that provides the sender's name, address, and date • A greeting • A body that tells why the writer is thankful • A closing and signature	6

Organization (continued)
Instructional Objective: To teach the student to write well-organized pieces of practical writing, including a list, a message, an invitation, a thank-you letter, and a friendly letter.

The class cooperatively analyzes a friendly letter for • A heading that provides the sender's name, address, and date • A greeting • A body that asks a question and asks the reader to write back • A closing and signature	7
The class cooperatively drafts and edits a friendly letter that includes • A heading that provides the sender's name, address, and date • A greeting • A body that asks a question and asks the reader to write back • A closing and signature	8
When presented with a letter of invitation, a thank-you letter, and a friendly letter, the class cooperatively identifies the common elements as • A heading that provides the sender's name, address, and date • A greeting • A body • A closing and signature	8
The student drafts a friendly letter that includes • A heading that provides the sender's name, address, and date • A greeting • A body that asks a question and asks the reader to write back • A closing and signature	9
The student edits a friendly letter to include • A heading that provides the sender's name, address, and date • A greeting • A body that asks a question and asks the reader to write back • A closing and signature	10

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Content

Instructional Objective: To teach the student to write with clarity in the practical format, answering who, what, where, when, and why questions.

Behavioral Objectives	First appears in lesson
The class cooperatively writes a list of clothes for a trip to Hawaii that includes a heading and several items.	1
The class cooperatively analyzes a message for brevity of a request that tells only important information.	2
The student drafts and edits a message to a family member that reminds the person to pick up a package at the post office before it closes for the day. The message is short and tells only important information about what, where, and when.	2
The class cooperatively analyzes an invitation for the answers to who, what, where, when, and why questions.	3
Using a graphic organizer, the class cooperatively answers who, what, where, when, and why questions that will be included in an invitation.	4
The class cooperatively drafts and edits an invitation to a birthday party that includes • The recipient's name • The type of party • Where the party will take place—address • When the party will take place—date and time • Why the party is being held • Anything the recipient should bring to the party	4
The class brainstorms reasons to write a thank-you letter.	5
The class analyzes a thank-you letter for • A description that tells why the sender is thankful • A personal statement relating to both the sender and recipient • A final thank-you statement	5
Using a graphic organizer, the class cooperatively answers what, how, and why questions that will be included in a thank-you letter.	6

Content (continued)

Instructional Objective: To teach the student to write with clarity in the practical format, answering who, what, where, when, and why questions.

The class cooperatively drafts and edits a thank-you letter that thanks a friend for a birthday gift. The letter includes • The reason the sender is thankful • How the sender will use the gift • Why the gift is special • A personal statement relating to both the sender and recipient • A final thank-you statement	6
The class cooperatively analyzes a friendly letter for a question to the recipient, for personal information about the sender, for an account of recent experiences or activities, and for an ending sentence that asks the reader to write back.	7
Using a graphic organizer, the class cooperatively drafts and edits a friendly letter to a school friend who must stay home with a broken leg.	8
When cooperatively drafting and editing a friendly letter, the class asks a question about a friend's broken leg, includes personal information to make the friend feel better, shares recent experiences and events at school, and closes the letter with a sentence that expects an answer.	8
Using a graphic organizer, the student collects what, who, where, when, and why information that will be included in a friendly letter.	9
When drafting a friendly letter, the student asks a beginning question, includes personal information, shares recent experiences and activities, and includes a closing sentence that asks the friend to reply.	9
The student edits a friendly letter so that it asks a beginning question, includes personal information, shares recent experiences and activities, and includes a closing sentence that asks the friend to reply.	10

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Style

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

Behavioral Objectives	First appears in lesson
The class cooperatively generates words that tell "who" or "what".	1
When given a sentence fragment strip, the student 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
When presented with a list written in a column, the student writes the list in a sentence.	1
When presented with sentences or fragments, the student determines whether each item is a subject or a predicate and if each item is a sentence.	1
After matching sentence fragment strips, the student answers who and what questions about them.	2
After matching sentence fragment strips, the student identifies each telling sentence as a statement.	2
When presented with a telling sentence, the student restates it as an asking sentence.	3
When writing words in a word bank, the student alphabetizes them correctly.	4
When drafting and editing an invitation, the student uses words from the word bank.	4
When given a list of items and a heading, the student rewrites the list as a complete sentence.	4
The class cooperatively analyzes a thank-you letter for a final thank-you statement that rephrases why the writer is thankful.	5
When presented with sentences, the student makes them more interesting by adding words that tell how, when, and where.	6
The class cooperatively drafts and edits a thank-you letter with a final thank-you statement that uses different words.	6
When cooperatively editing a thank-you letter, the class adds words that tell how, when, and where.	6
When cooperatively drafting and editing a thank-you letter, the class uses words from their word banks.	6
When cooperatively editing a thank-you letter, the class makes the letter more interesting by varying the first words of sentences.	6

Style (continued)

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

When given a sentence and phrase box, the student adds words to the sentences that answer how, when, and where questions.	6
Using the Writer's Guide, the class cooperatively proofreads, publishes, and presents a thank-you letter.	6
Following the Writer's Guide, the class uses available technology to write a thank-you letter.	6
When presented with sentences, the class cooperatively makes the sentences more interesting by adding words telling what kind, how many, and which one.	8
When cooperatively editing a friendly letter, the class makes the letter more interesting by adding words that tell how, where, and when.	8
When cooperatively editing a friendly letter, the class makes the letter more interesting by adding words that tell what kind, how many, and which one.	8
When cooperatively drafting and editing a friendly letter, the class uses words from their word banks.	8
When given a sentence and phrase box, the student adds words to the sentences that tell what kind, which one, or how many.	8
When presented with a list of words, the class cooperatively alphabetizes them.	9
When drafting a friendly letter, the student makes the letter more interesting by adding words that tell how, where, and when.	9
When drafting a friendly letter, the student makes the letter more interesting by adding words that tell what kind, how many, and which one.	9
When drafting a friendly letter, the student uses words from the word bank.	9
When drafting a friendly letter, the student makes the letter more interesting by varying the first words of sentences.	9
When presented with lists of words, the student alphabetizes them.	9
Using the Writer's Guide, the student proofreads a friendly letter.	

Style (continued)

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

When presented with lists of words, the class alphabetizes them by the second letter.	10
When editing a friendly letter, the student makes the letter more interesting by adding words that tell how, where, and when.	10
When editing a friendly letter, the student makes the letter more interesting by adding words that tell what kind, how many, and which one.	10
When editing a friendly letter, the student uses words from their word bank.	10
When editing a friendly letter, the student makes the letter more interesting by varying the first words of sentences.	10
Using the Writer's Guide, the student publishes and presents a friendly letter.	10
Following the Writer's Guide, the student uses available technology to write a friendly letter.	10

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Mechanics

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

Behavioral Objectives	First appears in lesson
The class cooperatively analyzes a list for capitalization of key words.	1
The class cooperatively analyzes a list written as a sentence for series commas.	1
When editing sentences, the student uses proofreading marks that include • Three lines under a letter to show capitalization • A caret to show insertion • A circle around a period	2
The class cooperatively analyzes telling sentences for capitalization and end punctuation.	2
The student uses proofreading marks to edit telling sentences for a beginning capital letter and an ending period.	2
The class cooperatively analyzes a message for a comma after the recipient's name and after the closing.	2
The class cooperatively analyzes a message for correct indentation.	2
The class cooperatively analyzes a message for capitalization of all proper nouns, the word *I,* the first word of each sentence, and the first word of the closing.	2
The class cooperatively drafts and edits a message that uses a comma after the recipient's name and after the closing.	2
The class cooperatively drafts and edits a message, indenting the first word of the body.	2
The class cooperatively drafts and edits a message that capitalizes all proper nouns, the word *I,* the first word of each sentence, and the first word of the closing.	2
The class cooperatively analyzes asking sentences for capitalization and end punctuation.	3
The class analyzes an invitation for capitalizing the first letter of names, months, days, streets, cities, states; the first word of each sentence; the first word in the greeting; the first word in the closing; the word *I,* and the letters *RSVP.*	3

Mechanics (continued)

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

The class cooperatively analyzes an invitation for commas between the city and state, between the date and year, after the greeting, and after the closing.	3
The class cooperatively analyzes an invitation for correct indentation.	3
The class cooperatively analyzes an invitation for correct end punctuation.	3
When presented with asking sentences, the student edits them for capitalization and end punctuation.	3
The class states (not sings) the alphabet in order.	4
The student identifies and draws a margin the width of a ruler on the left-hand side of the paper.	4
The student does not write in the margin of a paper.	4
When cooperatively drafting and editing an invitation, the class capitalizes the first letter of names, months, days, streets, cities, and states; the first word of each sentence; the first word in the greeting; the first word in the closing; the word *I;* and the letters *RSVP*.	4
When cooperatively drafting and editing an invitation, the class uses a comma between the city and state, between the date and year, after the greeting; and after the closing.	4
When cooperatively drafting and editing an invitation, the class uses correct indentation.	4
When cooperatively drafting and editing an invitation, the class uses periods at the end of each sentence.	4
When editing an invitation, the class uses their word banks to identify and correct any misspelled words.	4
When cooperatively rewriting a list as a complete sentence, the class uses series commas correctly.	4
When presented with telling and asking sentences, the student identifies each sentence and uses proofreading marks to edit for capitalization and end punctuation.	5
The class cooperatively analyzes a thank-you letter for capitalization of names, months, days, streets, cities, states; the first word of each sentence; the word *I;* the first word in the greeting; and the first word in the closing.	5
The class cooperatively analyzes a thank-you letter for use of a comma between the city and state, between the date and year, after the greeting, and after the closing.	5

Mechanics (continued)

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

The class cooperatively analyzes a thank-you letter for a blank line inserted after the heading.	5
The class cooperatively analyzes a thank-you letter for correct indentation of the heading, the first word of the body, and the beginning of each new paragraph.	5
When cooperatively drafting and editing a thank-you letter, the class capitalizes the first letters of names, months, days, streets, cities, and states; the first word of each sentence; the word *I;* the first word in the greeting; and the first word in the closing.	6
When cooperatively drafting and editing a thank-you letter, the class uses a comma between the city and state, between the date and year, after the greeting, and after the closing.	6
When cooperatively drafting and editing a thank-you letter, the class uses correct indentation for the heading, the first word of the body, and the beginning of each new paragraph.	6
When cooperatively drafting and editing a thank-you letter, the class uses periods at the end of each sentence.	6
When cooperatively drafting and editing a thank-you letter, the class inserts a blank line after the heading.	6
When cooperatively editing a thank-you letter, the class uses proofreading marks that include • Three lines under a letter to show capitalization • A caret to show insertion • A circle around a period	6
When editing a thank-you letter, the class cooperatively uses a word bank to identify and correct any misspelled words.	6
When presented with names of people and other words, the class cooperatively identifies the names that should be capitalized.	7
When presented with some sentences that contain titles of family members instead of names, the class cooperatively identifies the titles that should be capitalized.	7
When presented with titles of relatives and other words, the student identifies the titles that should be capitalized.	7
The class cooperatively analyzes a friendly letter for capitalization of the first letters of names, months, days, streets, cities, and states; the first word of each sentence; the word *I;* the first word in the greeting; and the first word in the closing.	7

Mechanics (continued)

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

The class cooperatively analyzes a friendly letter for use of commas between the city and state, between the date and year, after the greeting, and after the closing.	7
The class cooperatively analyzes a friendly letter for indentation of the heading, the first word of the body, and the beginning of each new paragraph.	7
The class cooperatively analyzes a friendly letter for a blank line inserted after the heading.	7
When presented with first and last names and titles of relatives, the student uses proofreading marks to edit them for capitalization and rewrite them correctly.	7
When presented with sentences containing first and last names and titles of relatives, the student uses proofreading marks to edit the sentences for capitalization and rewrite them correctly.	7
The class cooperatively drafts a friendly letter and edits it for capitalization of the first letters of names, months, days, streets, cities, and states; the first word of each sentence; the word *I;* the first word in the greeting; and the first word in the closing.	8
The class cooperatively drafts a friendly letter and edits it for use of a comma between the city and state, between the date and year, after the greeting; and after the closing.	8
The class cooperatively drafts a friendly letter and edits it for correct indentation of the heading, the first word of the body, and the beginning of each new paragraph.	8
The class cooperatively drafts and edits a friendly letter for a blank line inserted after the heading.	8
When cooperatively editing a friendly letter, the class uses their word banks to identify and correct any misspelled words.	8
The student drafts a friendly letter and edits it for capitalization of the first letters of names, months, days, streets, cities, and states; the first word of each sentence; the word *I;* the first word in the greeting; and the first word in the closing.	9
The student drafts a friendly letter, using a comma between the city and state, between the date and year, after the greeting, and after the closing.	9
The student drafts a friendly letter, using correct indentation for the heading, the first word of the body, and the beginning of each new paragraph.	9

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Mechanics (continued)

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

The student drafts a friendly letter, inserting a blank line after the heading.	9
The student edits a friendly letter for capitalization of the first letters of names, months, days, streets, cities, and states; the first word of each sentence; the word *I;* the first word in the greeting; and the first word in the closing.	10
The student edits a friendly letter for use of a comma between the city and state, between the date and year, after the greeting, and after the closing.	10
The student edits a friendly letter for correct indentation of the heading, the first word of the body, and the beginning of each new paragraph.	10
The student edits a friendly letter for a blank line inserted after the heading.	10
When editing a friendly letter, the student uses a word bank to identify and correct any misspelled words.	10