

***High-Performance Writing: A Structured Approach***  
**Beginning Writer's Guide**  
**Behavioral Objectives**

**Proofreading**

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

<b>Behavioral Objectives</b>	<b>First appears in lesson</b>
The class cooperatively states that a sentence is a complete thought that tells who or what and what happens.	1
When presented with sentences, the class cooperatively identifies the subjects and the predicates.	1
When presented with sentences, the class cooperatively identifies the capital letters and the punctuation in each sentence.	1
The class cooperatively states that a paragraph is a group of sentences that tell about one topic.	1
When presented with a paragraph, the class cooperatively identifies the topic sentence, the detail sentences, and the closing sentence.	1
When presented with a story written on sentence (dialogue) strips, the class cooperatively identifies the parts that tell what happens and the parts that tell what the characters say.	1
When presented with dialogue strips, the class cooperatively identifies the quotation marks used to show what the characters say.	1
The class listens to a description of the steps of the writing process that include <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Publishing</li> </ul>	1

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**Proofreading (continued)**

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When presented with a model-edited story that contains several errors, the class cooperatively analyzes the use of proofreading marks to indicate <ul style="list-style-type: none"> <li>• Indenting a new paragraph</li> <li>• A new paragraph each time the speaker in the story changes</li> <li>• Changing a lowercase letter to an capital letter</li> <li>• Adding a period</li> <li>• Taking out a letter or punctuation mark</li> <li>• Changing a capital letter to a lowercase letter</li> <li>• Adding a question mark</li> <li>• Adding an apostrophe</li> <li>• Adding quotation marks</li> <li>• Taking out a word or sentence</li> <li>• Adding a word or a letter</li> <li>• Circling misspelled words</li> </ul>	1
When presented with a Proofreading Marks Practice sheet and a model-edited story, the student writes the correct symbol for each proofreading mark used.	1
When presented with definition strips and proofreading symbols, the class cooperatively matches each definition to the correct symbol.	2
When presented with proofreading marks, the class cooperatively identifies the use for each mark.	2
When presented with a story containing errors, the class holds up the cards with the correct proofreading marks each time they find an error.	2
When presented with a question in a story, the class cooperatively identifies the capital letters and the end punctuation.	2
When presented with names of people or characters or the word <i>I</i> in a story, the class cooperatively identifies the need for capitalization.	2
When presented with a sentence containing a capitalization error, the student identifies the error, uses the correct proofreading mark, and rewrites the sentence correctly.	2

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**Proofreading (continued)**

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When presented with a sentence containing a punctuation error, the student identifies the error, uses the correct proofreading mark, and rewrites the sentence correctly.	2
When presented with a sentence containing a word error, the student identifies the error, uses the correct proofreading mark, and rewrites the sentence correctly.	2
When presented with a sentence containing a spelling error, the student identifies the error, uses the correct proofreading mark, and rewrites the sentence correctly.	2
Upon hearing the definition of a proofreading mark, the student holds up a card with the symbol that matches the definition.	3
When presented with a paragraph and a proofreading checklist, the student uses the checklist to proofread the paragraph.	3
When presented with a customized list of the most common proofreading errors, the student uses this list as a guide for proofreading future stories.	3
After proofreading a folktale, the student exchanges papers with a partner and uses the Proofreading Checklist to check for additional errors.	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 lesson
<p>The student names and identifies the purposes of the following items on a computer:</p> <ul style="list-style-type: none"> <li>• Monitor: lets you see what is happening</li> <li>• Keyboard: lets you input information</li> <li>• CPU: the computer's brain</li> <li>• Disk Drive: lets you save information on a diskette</li> <li>• Disk: lets you save information you can take away with you</li> <li>• Printer: lets you produce paper copies of your work</li> <li>• Document: what you write</li> <li>• Icon: a picture that stands for something</li> <li>• Cursor: shows where you are working</li> </ul>	1
<p>The student names and identifies the purposes of the following items on a keyboard:</p> <ul style="list-style-type: none"> <li>• Shift Keys: let you type a capital letter</li> <li>• Space Bar: puts a space between words</li> <li>• Caps Lock: lets you type in all capitals</li> <li>• Tab Key: lets you indent to start a paragraph</li> <li>• Enter Key: lets you start a new line.</li> </ul>	1
<p>As the teacher reads aloud the steps for <i>I Can Open My File</i>, the student follows the instructions to complete each step.</p>	1
<p>When presented with an incomplete autobiography on a formatted disk, the student adds personal information to the first paragraph of the document.</p>	1
<p>As the teacher reads aloud the steps for <i>I Can Save My File</i>, the student follows the instructions to complete each step.</p>	1
<p>When presented with an incomplete autobiography on a formatted disk, the student adds the personal information to the middle and last paragraphs of the document.</p>	2
<p>As the teacher reads aloud the steps for <i>I Can Edit My File</i>, the student follows the instructions to</p> <ul style="list-style-type: none"> <li>• Add words</li> <li>• Take out words</li> <li>• Move words</li> </ul>	3

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**Technology (continued)**

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As the teacher reads aloud the steps for <i>I Can Print My File</i> , the student follows the instructions to complete each step.	4
As the teacher reads aloud the steps for <i>I Can Save the Final Version of My File</i> , the student follows the instructions to <ul style="list-style-type: none"><li>• Make proofreading corrections</li><li>• Save the final version of a document</li><li>• Print documents</li></ul>	5