

High-Performance Writing: A Structured Approach
Intermediate Expository Writing
Behavioral Objectives

Organization

Instructional Objective: To teach the student to write well-organized expository compositions with a main idea, details, and a conclusion.

Behavioral Objectives	First appears in lesson
Using a graphic organizer, the class cooperatively analyzes an expository summary with an opening sentence, main ideas with supporting details, and a closing sentence.	1
Using a graphic organizer, the class cooperatively writes an expository summary with an opening sentence, main ideas with details, and a closing sentence.	2
Using a graphic organizer, the student writes an expository summary of an article about wolves including an opening sentence, four main ideas with supporting details, and a closing sentence.	3
After writing an expository summary, the student edits it for an opening sentence, four main ideas with supporting details, and a closing sentence.	4
The class cooperatively analyzes an expository paragraph that compares autumn and spring by stating the two things being compared, summarizing the details used in the comparison, and using a completed Venn Diagram.	5
Using a Venn Diagram, the class cooperatively writes an expository paragraph that compares and contrasts two types of vehicles and has an opening sentence, supporting details, and a closing sentence.	6
Using a Venn Diagram, the student writes an expository paragraph that compares and contrasts what it's like to be a student with what it's like to be a teacher. The paragraph has an opening sentence, supporting details, and a closing sentence.	7
The class cooperatively analyzes a set of instructions for an introduction, a title, special terms, and a logical sequence.	9
When presented with a set of instructions for making French toast, the student puts them into an easy-to-follow order.	10

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Content

Instructional Objective: To teach the student to write in the expository format with focus, conciseness, details, and clarity.

Behavioral Objectives	First appears in lesson
When presented with twenty words and phrases about cats, the student places each word or phrase into the appropriate category.	1
When presented with categories, the student writes three words for each category.	1
When presented with sentences, the student chooses which sentences would be included in a summary about dogs.	1
Using a graphic organizer they completed, the class cooperatively writes an expository summary about harp seals.	2
When presented with sentences containing redundant information, the class cooperatively edits the sentences to eliminate redundancies.	2
When presented with a short summary, the student edits it for redundant information and rewrites the summary.	2
After reading an article about wolves, the student highlights key detail words in the passage that pertain to each idea and writes main ideas in the graphic organizer.	3
Using the completed graphic organizer, the student writes an expository summary of an article about wolves.	3
After writing an expository summary of an article about wolves, the student eliminates redundancy by editing it to combine ideas from two or more sentences into one sentence.	4
The class cooperatively analyzes an expository paragraph comparing two seasons—spring and autumn.	5
When editing a paragraph, the student deletes words or sentences to remove redundant information.	5
When presented with two short sentences, the student combines them into one sentence.	6
Using a Venn Diagram, the class cooperatively writes an expository paragraph that compares and contrasts two types of vehicles.	6
Using a Venn Diagram, the student writes an expository paragraph that compares and contrasts what it's like to be a student with what it's like to be a teacher.	7

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Content (continued)

Instructional Objective: To teach the student to write in the expository format with focus, conciseness, details, and clarity.

The class cooperatively analyzes a set of recipe instructions for simplicity and clarity.	9
Using a planning sheet, the student writes a set of instructions for making a favorite sandwich.	10
The student edits for clarity and simplicity a set of instructions for making a favorite sandwich.	10

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Style

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

Behavioral Objectives	First appears in lesson
When presented with sentences, the class cooperatively uses conjunctions to combine two sentences into one sentence.	2
When writing an expository summary about harp seals, the class cooperatively combines information from two or more sentences into one sentence.	2
The class cooperatively edits a previously written summary by combining sentences to avoid repetition and to make the summary brief.	2
When presented with two short sentences, the student combines them into one sentence, including all relevant details.	2
When presented with two sentences containing the same nouns, the class cooperatively replaces the noun in the second sentence with the appropriate pronoun.	3
When presented with a sentence containing several nouns, the class cooperatively replaces the nouns with the appropriate personal pronoun.	3
When presented with the pronoun categories <i>personal pronoun</i> , <i>possessive pronoun</i> , and <i>indefinite pronoun</i> , the class cooperatively places each pronoun into the appropriate category.	3
When presented with sentences containing underlined nouns, the student replaces each underlined word with the appropriate pronoun and then rewrites the sentence.	3
When presented with pronoun categories, the student places the pronouns in the previously rewritten sentences into the correct category.	3
When presented with two sentences, the class cooperatively determines which noun has been replaced by the pronoun in the second sentence.	4
The student edits previously written paragraphs by varying the first word of each sentence to make the paragraphs more interesting.	4
When presented with sentences, the student uses what he or she knows about pronouns to solve a pronoun mystery.	4

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Style (continued)

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

When presented with sentences containing prepositional phrases, the class cooperatively identifies the preposition, the prepositional phrase, and the noun or pronoun in the prepositional phrase.	5
When presented with a preposition, the student states a sentence that uses the preposition correctly.	5
When presented with sentences with the preposition missing, the student inserts the appropriate preposition.	5
When presented with sentences containing prepositional phrases, the student underlines the prepositional phrase and circles the preposition.	5
The class cooperatively uses the conjunction <i>but</i> when combining more than one idea into a sentence.	6
The class cooperatively uses the word <i>both</i> or <i>and</i> to combine two words or phrases into one sentence.	6
When editing a previously-written expository paragraph, the class makes the paragraph more interesting by combining more than one idea into a sentence and writing sentences that tell similarities.	6
When presented with sentence pairs, the student combines them into one sentence that contains all the relevant details.	6
When presented with sentence pairs, the student combines them into one sentence using conjunctions.	6
When presented with sentences, the student underlines each prepositional phrase.	7
When presented with synonyms that express action, the class cooperatively identifies what activity the synonyms express.	9
When presented with a list of words, the student writes synonyms for each word.	9
When presented with synonyms, the student decides what activity the words describe.	9
When presented with a set of instructions, the class cooperatively determines for what type of audience the instructions were written.	10

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Style (continued)

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

When presented with a set of instructions, the student circles the special terms used and determines the intended audience.	10
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Mechanics

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

Behavioral Objectives	First appears in lesson
When writing combined sentences, the student begins each sentence with a capital letter and ends each sentence with the correct punctuation.	2
The class cooperatively edits a previously-written summary for use of capitalization and punctuation.	2
When presented with a sentence containing items in a list, the class cooperatively inserts commas between the items.	2
The student edits a previously-written expository summary of an article for use of capitalization and punctuation, and to combine related short sentences with conjunctions.	4
When presented with a paragraph, the student edits it using proofreading marks.	5
When combining two short sentences into one longer sentence, the student uses correct capitalization, commas, and end marks.	6
When presented with a sentence, the class cooperatively identifies the subject of the sentence.	7
When presented with sentences, the student circles the subject in each sentence.	7
When presented with a sentence, the class cooperatively identifies the predicate of the sentence.	8
When presented with a sentence, the student circles the subject and underlines the predicate.	8
When presented with sentences containing a list, the student uses proofreading marks to show where commas should be used and then rewrites the sentence correctly.	8