

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

**Organization**

Instructional Objective: To teach the student to write a well-organized narrative composition with a clearly defined beginning, middle, and end.

<b>Behavioral Objectives</b>	<b>First appears in lesson</b>
Using a graphic organizer, the class cooperatively analyzes the beginning, middle, and end of a personal narrative.	1
Using a graphic organizer, the class cooperatively plans and drafts a personal narrative with an introduction, a middle, and a conclusion.	2
The student explains why stories are incorrect and rewrites them so the sequence of events is correct.	2
When presented with a paragraph, the class cooperatively edits it for correct temporal order.	3
Using a graphic organizer, the student plans and drafts a personal narrative with an introduction, a middle, and a conclusion.	4
The student edits a previously-written personal narrative for an introduction, a middle, and a conclusion.	5
Using a graphic organizer, the class cooperatively analyzes the beginning, middle, and end of a problem-centered story.	6
Using a graphic organizer, the class cooperatively drafts a problem-centered story that includes an introduction, a middle, and a conclusion.	7
The class cooperatively edits a previously-written problem-centered story for an introduction, a middle, and a conclusion.	8
Using a graphic organizer, the student drafts a problem-centered story that includes an introduction, a middle, and a conclusion.	9
The student edits a previously written problem-centered story for an introduction, a middle, and a conclusion.	10

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**Content**

Instructional Objective: To teach the student to write in the narrative format, solving a problem, developing characters, and including details.

<b>Behavioral Objectives</b>	<b>First appears in lesson</b>
Using a graphic organizer, the class cooperatively analyzes the title, author, narrator, characters, setting, plot, and theme of a personal narrative.	1
Using a graphic organizer, the class cooperatively plans and drafts a personal narrative that tells about common experiences on the first day of school.	2
Using a graphic organizer, the student plans and drafts a personal narrative that tells what happened when he or she lost something important.	4
The student edits a previously-written personal narrative that tells what happened when he or she lost something important.	5
Using a graphic organizer, the class cooperatively analyzes the title, author, narrator, characters, setting, plot, and theme of a problem-centered story.	6
Using a graphic organizer, the class cooperatively plans and drafts a problem-centered story about a boy's adventures while on a safari.	7
The class edits a previously-written problem-centered story about a boy's adventures while on a safari.	8
Using a graphic organizer, the student plans and drafts a problem-centered story that tells what happens when a character's wish comes true.	9
The student edits a previously-written problem-centered story that tells what happens when a character's wish comes true.	10

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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 presented with sentences containing a dialogue stem, the student replaces the verb in the dialogue stem with a more expressive verb.	1	
Referring to a personal narrative, the class cooperatively identifies the similes used in the story.	1	
When presented with a previously-written paragraph, the class cooperatively edits it, using figurative language to make the paragraph more interesting.	Similes	3
	Onomatopoeia	3
	Alliteration	3
When presented with a previously-written paragraph, the class cooperatively edits it, adding adjectives to make the paragraph more interesting.	3	
When presented with a previously-written paragraph, the class cooperatively edits it, varying the first words of sentences to make the paragraph more interesting.	3	
Using a graphic organizer, the student plans and drafts a personal narrative that uses dialogue and figurative language.	4	
The student edits a previously-written personal narrative for use of dialogue, figurative language, expressive vocabulary, and temporal order.	5	
The student writes similes to complete sentences.	5	
The student uses alliteration to complete sentences.	6	
Referring to a problem-centered story, the class cooperatively identifies the figurative language—similes, alliteration, or onomatopoeia—used.	6	
Using a graphic organizer, the class cooperatively drafts a problem-centered story that includes figurative language—similes, alliteration, and onomatopoeia.	7	
Given a prompt, the student writes examples of onomatopoeia.	7	
The students work in pairs to plan a dialogue that demonstrates various personal attributes.	8	
The class cooperatively edits a previously-written problem-centered story for use of dialogue, figurative language, expressive vocabulary, and temporal order.	8	
Using a graphic organizer, the student drafts a problem-centered story that uses expressive vocabulary, temporal order, dialogue, and figurative language—similes, alliteration, and onomatopoeia.	9	
When presented with a singular noun, the student forms the plural	9	

of the noun by adding <i>-s</i> , <i>-es</i> , or forming an irregular word.	
The student edits a previously-written problem-centered story for the use of dialogue, figurative language, expressive vocabulary, and temporal order.	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>	
When presented with sentences, the student identifies them as declarative, interrogative, or exclamatory and inserts the correct end punctuation.	3	
After cooperatively writing a personal narrative, the class uses proofreading marks to edit it.	Paragraph	3
	Personal Narrative	5
	Problem-Centered Story	8
After writing a personal narrative, the student uses proofreading marks to edit it.	Personal Narrative	5
	Problem-Centered Story	10
When presented with a direct quotation, the student works with a partner to identify the speaker, the dialogue stem, and the quotation. Then the partners determine the correct placement for the quotation marks.	4	
When presented with a sentence containing a direct quotation, the student capitalizes and punctuates the quotation correctly.	At the beginning of a sentence	5
	At the end of a sentence	6
	In the middle of a sentence	7
When presented with sentences containing a direct quotation, the student determines whether the quotation is in the beginning, middle, or end of the sentence. Then the student correctly capitalizes and punctuates the sentence.	8	