

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

**Organization**

Instructional Objective: To teach the student to produce well-organized pieces of persuasive writing that clearly present the topic, stay on topic, follow a logical sequence, include supporting evidence, and provide closure.

<b>Behavioral Objectives</b>	<b>First appears in lesson</b>
Using a planning sheet, the class cooperatively drafts a persuasive composition that convinces adults that students should receive larger allowances. The composition <ul style="list-style-type: none"> <li>• Includes a clear topic in the opening sentence</li> <li>• Stays on topic</li> <li>• Follows a logical sequence</li> <li>• Includes supporting evidence</li> <li>• Maintains focus in the closing paragraph</li> <li>• Uses a final sentence that provides closure</li> </ul>	2
The class cooperatively edits a previously-written persuasive composition for <ul style="list-style-type: none"> <li>• A clearly presented topic</li> <li>• Staying on topic</li> <li>• A logical sequence</li> <li>• Including supporting evidence</li> <li>• A closing paragraph that maintains focus</li> <li>• A final sentence that provides closure</li> </ul>	2
Using a planning sheet, the student drafts a persuasive composition that convinces people that bicycle riders should always wear helmets. The composition <ul style="list-style-type: none"> <li>• Includes a clear topic in the opening sentence</li> <li>• Stays on topic</li> <li>• Follows a logical sequence</li> <li>• Includes supporting evidence</li> <li>• Maintains focus in the closing paragraph</li> <li>• Uses a final sentence that provides closure</li> </ul>	3
The student edits a previously-written persuasive composition for <ul style="list-style-type: none"> <li>• A clearly presented topic</li> <li>• Staying on topic</li> <li>• A logical sequence</li> <li>• A closing paragraph that maintains focus</li> <li>• A final sentence that provides closure</li> </ul>	4

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**Organization (continued)**

Instructional Objective: To teach the student to produce well-organized pieces of persuasive writing that clearly present the topic, stay on topic, follow a logical sequence, include supporting evidence, and provide closure.

Using a planning sheet, the class cooperatively drafts a sales pitch for a sports drink. The sales pitch <ul style="list-style-type: none"><li>• Includes a clear topic in the opening sentence</li><li>• Stays on topic</li><li>• Follows a logical sequence</li><li>• Includes supporting evidence</li><li>• Uses a final sentence that provides closure</li></ul>	6
The class cooperatively edits a previously-written sports drink sales pitch for <ul style="list-style-type: none"><li>• A clearly presented topic in the opening sentence</li><li>• Staying on topic</li><li>• Following a logical sequence</li><li>• Including supporting evidence</li><li>• Use of a final sentence that provides closure</li></ul>	6
Using a planning sheet, the student designs a pair of sneakers and drafts a sales pitch for them. The sales pitch <ul style="list-style-type: none"><li>• Includes a clear topic in the opening sentence</li><li>• Stays on topic</li><li>• Follows a logical sequence</li><li>• Includes supporting details</li><li>• Uses a final sentence that provides closure</li></ul>	7
The student edits a previously-written sneakers sales pitch for <ul style="list-style-type: none"><li>• A clearly presented topic in the opening sentence</li><li>• Staying on topic</li><li>• Following a logical sequence</li><li>• Including supporting evidence</li><li>• Use of a final sentence that provides closure</li></ul>	8

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**Content**

Instructional Objective: To teach the student to produce persuasive compositions with clarity; with logical, well-supported facts, ideas, and examples; and with the use of a variety of sources.

<b>Behavioral Objectives</b>	<b>First appears in lesson</b>
When presented with statements, the class cooperatively determines whether each statement is a fact, an opinion, or a mistaken idea. Then the class restates each fact as an opinion, each opinion as a fact, or each mistaken idea as a true statement.	1
Using the elements of a persuasive composition, the class cooperatively analyzes a persuasive composition for the author's opinion, reasons to accept the author's opinion based on supporting evidence statements, and a restated opinion in the concluding sentence.	1
When presented with sentences, the student circles <i>F</i> if the sentence is a fact, <i>O</i> if the sentence is an opinion, and <i>M</i> if the sentence contains a mistaken idea.	1
When presented with evidence statements, the student circles <i>Experience</i> , <i>Numbers</i> , or <i>Expert Opinion</i> to identify the type of evidence given.	1
Using a web, the class brainstorms reasons to support their topic, including firsthand information, statistical evidence, and expert opinions.	2
Using a color-coded planning sheet, the class cooperatively drafts a persuasive composition that convinces adults that students should receive larger allowances. The composition includes <ul style="list-style-type: none"> <li>• An opening paragraph concluding with the writer's opinion</li> <li>• Details with evidence from a variety of sources that support the writer's reasons</li> <li>• An ending paragraph that restates the writer's opinion</li> </ul>	2
Using a planning sheet, the student drafts a persuasive composition that convinces people that bicycle riders should always wear helmets. The composition includes <ul style="list-style-type: none"> <li>• An opening paragraph concluding with the writer's opinion</li> <li>• Details from personal experience, numbers, and/or expert opinion evidence that support the writer's reasons</li> <li>• An ending paragraph that restates the writer's opinion</li> </ul>	3

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**Content (continued)**

Instructional Objective: To teach the student to produce persuasive compositions with clarity; with logical, well-supported facts, ideas, and examples; and with the use of a variety of sources.

The class cooperatively analyzes a sales pitch for <ul style="list-style-type: none"><li>• A catchy beginning that grabs the reader's attention</li><li>• Figurative language used in the names of products</li><li>• Repeated use of the product name</li><li>• Advertising that points out the best features of the product</li><li>• A slogan that points out the best quality of the product</li></ul>	5
Using a planning sheet, the class cooperatively drafts a sales pitch for a sports drink. The composition includes <ul style="list-style-type: none"><li>• A catchy beginning that grabs the reader's attention</li><li>• Figurative language used in the names of products</li><li>• Repeated use of the product name</li><li>• Advertising that points out the best features of the product</li><li>• A slogan that points out the best quality of the product</li></ul>	6
The class edits a previously written sports drink sales pitch for <ul style="list-style-type: none"><li>• A catchy beginning that grabs the reader's attention</li><li>• Figurative language used in the names of products</li><li>• Repeated use of the product name</li><li>• Advertising that points out the best features of the product</li><li>• A slogan that points out the best quality of the product</li></ul>	6

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**Content (continued)**

Instructional Objective: To teach the student to produce persuasive compositions with clarity; with logical, well-supported facts, ideas, and examples; and with the use of a variety of sources.

Using a planning sheet, the student designs a pair of sneakers and drafts a sales pitch for them. The sales pitch has <ul style="list-style-type: none"> <li>• A catchy beginning that grabs the reader's attention</li> <li>• Figurative language used in the names of products</li> <li>• Repeated use of the product name</li> <li>• Advertising that points out the best features of the product</li> <li>• A slogan that points out the best quality of the product</li> </ul>	7
The student edits a previously-written sneakers sales pitch for <ul style="list-style-type: none"> <li>• A catchy beginning that grabs the reader's attention</li> <li>• Figurative language used in the names of products</li> <li>• Repeated use of the product name</li> <li>• Advertising that points out the best features of the product</li> <li>• A slogan that points out the best quality of the product</li> </ul>	8
The class cooperatively analyzes an advertisement for <ul style="list-style-type: none"> <li>• An eye-catching title</li> <li>• Words and phrases that tell only the most important information</li> <li>• A separate line for each new kind of information</li> <li>• The price of the product</li> </ul>	9
When presented with sentences, the student underlines the most important words and phrases.	9
After underlining the most important words in a paragraph, the student uses the words and phrases to write an advertisement.	9
The student drafts an advertisement for a bake sale. The advertisement includes <ul style="list-style-type: none"> <li>• An eye-catching title</li> <li>• Words and phrases that tell only the most important information such as date, time and location</li> <li>• A separate line for each new kind of information</li> <li>• The price of the product</li> </ul>	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.

<b>Behavioral Objectives</b>	<b>First appears in lesson</b>
Using a planning sheet, the class cooperatively drafts a persuasive composition that convinces adults that students should receive larger allowances. The composition includes opinion words such as <i>I believe, I think, I feel, or they should.</i>	2
The class cooperatively edits a persuasive composition for <ul style="list-style-type: none"> <li>• An opening paragraph that grabs the reader's attention, with each sentence relating to the opinion</li> <li>• A closing paragraph that convinces the reader the opinion is correct</li> <li>• Consistent use of first-person point of view</li> <li>• Variety in the first words of sentences in a paragraph</li> </ul>	2
Using a planning sheet, the student drafts a persuasive composition that convinces people that bicycle riders should always wear helmets. The composition includes opinion words such as <i>I believe, I think, I feel, or they should.</i>	3
When given a prefix chart and a suffix chart, students work in teams to make words containing prefixes, root words and suffixes.	4
The student edits a persuasive composition for <ul style="list-style-type: none"> <li>• An opening paragraph that grabs the reader's attention, with each sentence relating to the opinion</li> <li>• A closing paragraph that convinces the reader the opinion is correct</li> <li>• Consistent use of first-person point of view</li> <li>• Variety in the first words of sentences in a paragraph</li> </ul>	4
When presented with words containing prefixes and/or suffixes, the student writes the root word.	4
When presented with a root word, the student uses the prefix <i>un-, non-, dis-, or in-</i> to change the word into its opposite.	4
The class analyzes a sales pitch for the use of <ul style="list-style-type: none"> <li>• Alliteration to grab the reader's attention</li> <li>• Adjectives to describe the product and make it sound attractive</li> <li>• Rhyme to help people remember the product</li> </ul>	5
When presented with advertisements, the class cooperatively decides what type of customer might want to buy the product.	6

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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 a planning sheet, the class cooperatively drafts a sales pitch for a sports drink. The sales pitch uses <ul style="list-style-type: none"> <li>• Alliteration to grab the customer's attention</li> <li>• Rhyme to grab the customer's attention</li> <li>• Adjectives to describe the product and make it sound attractive</li> </ul>	6
The class cooperatively edits a previously written sports drink sales pitch for use of <ul style="list-style-type: none"> <li>• Alliteration to grab the customer's attention</li> <li>• Rhyme to grab the customer's attention</li> <li>• Adjectives to describe the product and make it sound attractive</li> </ul>	6
The student reads the edited sales pitch to a partner using expression to show enthusiasm for the product and making eye contact with the partner while reading.	6
After reading advertisements, the student names the type of customer who might want to buy each product.	6
Given types of products, the student writes four adjectives to describe each product.	6
When presented with possessive nouns, the class states that possessive nouns show ownership.	6
When presented with sentences containing possessive nouns, the class cooperatively identifies the possessive noun in each.	7
When presented with sentences that don't use a possessive noun, the class restates each sentence, using a possessive noun correctly.	7
Using a planning sheet, the student designs a pair of sneakers and drafts a sales pitch that uses <ul style="list-style-type: none"> <li>• Alliteration to grab the customer's attention</li> <li>• Rhyme to grab the customer's attention</li> <li>• Adjectives to describe the product and make it sound attractive</li> </ul>	7
When presented with sentences containing possessive nouns, the student underlines each possessive noun and draws an arrow to the word that tells what or who belongs to the possessive noun.	7
When presented with sentences, the student rewrites each one using a possessive noun.	7

The class cooperatively completes a Contraction Family Chart.	8
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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.

<p>The student edits a previously-written sneakers sales pitch for use of</p> <ul style="list-style-type: none"> <li>• Alliteration to grab the customer's attention</li> <li>• Rhyme to grab the customer's attention</li> <li>• Adjectives to describe the product and make it sound attractive</li> </ul>	8
Using a Sales Pitch Editing Checklist, the student listens to a partner's sales pitch and writes suggestions for improvement and positive comments.	8
When presented with word pairs, the student writes each one as a contraction.	8
When presented with sentences containing words that could be written as contractions, the student rewrites each sentence using a contraction.	8
When presented with sentences containing words with apostrophes, the student circles <i>P</i> if the word or words are possessive and <i>C</i> if the word or words are contractions.	8
When presented with types of products for sale, the class names customers likely to buy the product.	10
<p>The student edits a bake sale advertisement to include</p> <ul style="list-style-type: none"> <li>• Alliteration to attract the customer's attention</li> <li>• Rhyme to attract the customer's attention</li> <li>• Adjectives to describe the product and make it sound attractive</li> <li>• Color and illustrations that would appeal to the customer</li> </ul>	10

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**Mechanics**

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

<b>Behavioral Objectives</b>	<b>First appears in lesson</b>
When presented with sentences, the class cooperatively decides if the subject and verb agree. Then they restate sentences that don't agree so that they agree.	2
When editing a persuasive composition, the student uses proofreading marks.	2
When presented with sentences, the student circles <i>Agree</i> if the subject and verb agree or <i>Do Not Agree</i> if the subject and verb don't agree.	2
When presented with sentences, the student rewrites each sentence to make the subject and verb agree and writes <i>Correct</i> for any sentences that don't need to be rewritten.	2
When presented with a list of words, the student counts the number of syllables in each word and writes that number.	3
When presented with a given number of syllables, the student writes a word that has that number of syllables.	3
When writing words containing affixes, the class cooperatively checks each word for correct spelling.	4
The student edits a persuasive composition for correct spelling, capitalization, and punctuation.	4
The student writes dictated words syllable by syllable.	5
When writing sentences containing possessive nouns, the student inserts the apostrophe correctly.	7
When writing contractions, the student inserts the apostrophe correctly.	8