

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

Organization

Instructional Objective: To teach the student to produce well-organized pieces of practical writing including a friendly letter, a business letter of concern, and a set of geographic directions.

| Behavioral Objectives | First appears in lesson |
|--|--------------------------------|
| When presented with a model, the student writes a heading for a friendly letter that includes a complete address and date. | 1 |
| When presented with a friendly letter, the class cooperatively analyzes it for a heading, salutation, body, closing, and signature. | 1 |
| Using a graphic organizer, the class cooperatively drafts a friendly letter containing a heading, salutation, body, closing, and signature. | 2 |
| When presented with a friendly letter with the parts out of order, the student cuts the letter into pieces and reassembles it in the correct order. | 3 |
| Using a graphic organizer, the student drafts a friendly letter containing a heading, salutation, body, closing, and signature. | 3 |
| When presented with an envelope, the class cooperatively analyzes the components of the envelope for a return address, mailing address, and stamp. | 5 |
| When given an envelope, the student addresses the envelope correctly providing a return address, mailing address, and drawing a stamp. | 5 |
| When presented with a business letter of concern, the class cooperatively analyzes it for an appropriately-placed heading, inside address, salutation, body, closing, and signature. | 5 |
| When presented with a mock envelope and address information, the student addresses the envelope correctly. | 5 |
| Using a graphic organizer, the class cooperatively drafts a business letter of concern including a heading, inside address, salutation, body, closing, and signature. | 6 |
| Using a graphic organizer, the student drafts a business letter of concern including a heading, inside address, salutation, body, closing, and signature. | 7 |
| When presented with a compass rose and map, the student writes the geographic locations of houses. | 9 |
| When presented with a direction-writing prompt, the student writes easy-to-follow, well-organized directions for a classroom guest speaker to get to the office. | 10 |

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

Content

Instructional Objective: To teach the student to write in the practical format with clarity and with logical, well-supported facts and ideas.

| Behavioral Objectives | First appears in lesson |
|--|--------------------------------|
| Using a graphic organizer, the class cooperatively drafts a friendly letter to a new student who will be joining the class. The letter describes what the school looks like, classroom routines, school events, and expresses hope that the student will have a good visit. | 2 |
| After writing a friendly letter, the class cooperatively edits the letter by inserting polite questions to show interest in the reader and provides an idea of what could be written in response. | 2 |
| Using a graphic organizer, the student drafts a friendly letter to a friend who has moved away. The letter describes reasons the friend is missed, tells what has happened at home and school since the friend moved, and asks questions about life in the friend's new town. | 3 |
| When presented with a business letter of concern, the class cooperatively analyzes it for an initial positive or complimentary statement, the writer's concern, the writer's request, the writer's ideas for solving the problem, and an appropriate closing sentence. | 5 |
| Using a graphic organizer, the class cooperatively drafts a business letter of concern to the Department of Parks and Recreation expressing concern to the staff about observations of trash in a creek, providing facts and examples, giving ideas for solving the problem, and using an appropriate closing sentence. | 6 |
| When editing a previously-written business letter of concern, the class cooperatively eliminates repetitious information to make the letter more powerful and clear. | 6 |
| When presented with a pair of sentences containing repetitious information, the student combines words and phrases to make one sentence and writes the new sentence. | 6 |
| Using a graphic organizer, the student drafts a business letter of concern to the Society for the Prevention of Cruelty to Animals describing the concerns regarding abandoned cats and rabbits in the local park including facts and examples, outlining a request for help in working out a solution, suggesting ways to solve the problem, and including an appropriate closing sentence. | 7 |

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

Content (continued)

Instructional Objective: To teach the student to write in the practical format with clarity and with logical, well-supported facts and ideas.

| | |
|--|----|
| When editing a previously-written business letter of concern, the student eliminates repetitious information to make the letter more powerful and clear. | 8 |
| When presented with a set of directions, the class cooperatively analyzes them for identification of direction words, missed steps, and inclusion of irrelevant information. | 9 |
| When presented with a map and directions, the student follows the directions and then writes the address for each location. | 9 |
| When presented with a direction-writing prompt, the student writes directions for an astronaut explaining how to get to the planet Verlag in a spaceship, including direction vocabulary or phrases and landmarks. | 10 |
| When presented with a direction-writing prompt, the student writes clear directions, excluding distracting and confusing information, for a classroom guest speaker to get to the school office. | 10 |

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

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 |
|---|--------------------------------|
| When editing a previously-written friendly letter, the class cooperatively varies the first word of the sentence to make it more interesting. | 2 |
| When editing a previously-written friendly letter, the student adds to the body additional questions showing polite interest in the reader's life to make the letter more interesting. | 4 |
| When presented with a paragraph in which each sentence begins with the same word, the student edits it by changing the first words of the sentences to make the paragraph more interesting. | 4 |
| When presented with a business letter of concern, the class cooperatively analyzes it for use of language that encourages the reader to act on the request. | 5 |
| When drafting a business letter of concern, the class uses the appropriate salutation: Dear Sir or Madam: | 6 |
| When drafting a business letter of concern, the class uses an appropriate closing such as <ul style="list-style-type: none"> • Yours truly, • Sincerely, | 6 |
| When editing a previously-written business letter of concern, the class cooperatively uses precise and compelling language to encourage the reader to act quickly on the request. | 6 |
| When presented with sentences and a word bank, the student replaces some words and phrases in the sentences with more precise describing words and then rewrites the sentences. | 6 |
| When drafting a business letter of concern, the student uses the appropriate salutation: Dear Sir or Madam: | 7 |
| When drafting a business letter of concern, the student uses an appropriate closing such as <ul style="list-style-type: none"> • Yours truly, • Sincerely, | 7 |
| When presented with word pairs, the class cooperatively writes the correct contraction for each word pair. | 8 |
| When editing a previously-written business letter of concern, the student uses precise and compelling language to encourage the reader to act quickly on the request. | 8 |

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

Style (continued)

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

| | |
|--|----|
| When editing a business letter of concern, the student eliminates slang words and replaces them with formal language. | 8 |
| When presented with word pairs, the student writes the correct contraction for each word pair. | 8 |
| When presented with sentences containing underlined slang words or expressions, the student changes them to more formal words or expressions and rewrites the sentences. | 8 |
| When presented with a set of directions, the class cooperatively analyzes them for correct use of directional vocabulary. | 10 |
| When presented with a direction-writing prompt, the student writes directions for an astronaut explaining how to get to the planet Verlag in a spaceship, including directional vocabulary or phrases. | 10 |
| When presented with a direction-writing prompt, the student writes clear directions, including directional vocabulary or phrases, for a classroom guest speaker to get to the school office. | 10 |

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

Mechanics

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

| Behavioral Objectives | First appears in lesson |
|--|--------------------------------|
| When writing a complete heading for a letter, the student capitalizes the name of the street, city, state, and month. | 1 |
| When writing a complete heading for a letter, the student separates the city and state with a comma. | 1 |
| When writing a complete heading for a letter, the student separates the month and day from the year with a comma. | 1 |
| When presented with a letter, the class cooperatively analyzes it for correct capitalization of <ul style="list-style-type: none"> • Proper nouns • The first word in the salutation • The first word in the closing | 1 |
| When presented with a letter, the class cooperatively analyzes it for use of commas <ul style="list-style-type: none"> • Between the city and state • To separate month and day from year • At the end of the salutation • At the end of a closing | 1 |
| When presented with sentences, the student proofreads each for correct capitalization and use of commas. | 1 |
| When presented with addresses, the student proofreads each for correct capitalization and punctuation. | 1 |
| When editing, the student uses proofreading marks. | 2 |
| When writing names and addresses, the student uses the correct abbreviations for <ul style="list-style-type: none"> • Mrs., Mr., and Ms. • Directions using North, South, East, and West • Street, Road, Drive, Avenue, Boulevard • Doctor • Apartment • Post Meridian and Ante Meridian | 2 |
| When presented with words and abbreviations, the student chooses the correct abbreviation for the word. | 2 |
| When presented with sentences, the student proofreads each for capitalization and punctuation and then rewrites each sentence correctly. | 2 |

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

Mechanics (continued)

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

| | |
|---|---|
| When presented with headings, the student proofreads for capitalization and punctuation using proofreading marks and then rewrites each address correctly. | 2 |
| When presented with state names and their abbreviations, the class matches each state to its abbreviation. | 4 |
| When presented with the names of states, the student writes the correct abbreviation for each without a period at the end. | 4 |
| When addressing an envelope, the student uses the correct abbreviation for the state in the return and mailing addresses. | 5 |
| When addressing an envelope, the student uses correct capitalization and punctuation. | 5 |
| After addressing an envelope, the class cooperatively edits it for correct capitalization and punctuation using proofreading marks. | 6 |
| When drafting a business letter of concern, the class cooperatively uses a colon at the end of the salutation. | 6 |
| When drafting a business letter of concern, the class cooperatively begins each paragraph at the left margin. | 6 |
| When drafting a business letter of concern, the class cooperatively follows the signature with a name typed or printed in full. | 6 |
| When presented with titles of people, organizations, companies, and departments, the class cooperatively determines which words should be capitalized and then rewrites the titles correctly. | 7 |
| When drafting a business letter of concern, the student follows the signature with a name typed or printed in full. | 7 |
| When drafting a business letter of concern, the student uses a colon at the end of the salutation. | 7 |
| When drafting a business letter of concern, the student begins each paragraph at the left margin. | 7 |
| When drafting a business letter of concern, the student correctly capitalizes and punctuates titles of people, organizations, companies, and departments. | 7 |
| When presented with information, the student determines whether the information would be used to write a friendly or business letter, and the student writes an appropriate salutation including correct punctuation. | 7 |
| When presented with an address, the student uses proofreading marks to edit the address for correct capitalization and punctuation. | 7 |

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

Mechanics (continued)

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

| | |
|---|----|
| When presented with word pairs, the class cooperatively writes the correct contraction for each word pair, deleting letters and inserting the apostrophe appropriately. | 8 |
| When presented with word pairs, the student writes the correct contraction for each word pair, deleting letters and inserting the apostrophe appropriately. | 8 |
| When writing directions, the student uses the correct abbreviation for each compass direction <ul style="list-style-type: none">• North• South• East• West• Northeast• Southeast• Northwest• Southwest | 10 |