

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

**Organization**

Instructional Objective: To teach the student to write a well-organized report that clearly presents the purpose, stays on topic and follows a logical sequence.

<b>Behavioral Objectives</b>	<b>First appears in lesson</b>
Using information gleaned from a completed graphic organizer, the student identifies research questions to be answered and writes them on note cards.	1
Using note cards, the student organizes information for the research report into categories.	1
Using a graphic organizer, the student writes an outline for a research report.	2
Using a graphic organizer, the student writes an outline for a research report that includes main headings indicated by Roman numerals and subheadings indicated by capital letters.	2
Using a previously written outline, the student reorganizes the outline so the report follows a logical sequence.	6
The student reorganizes the question and the source cards so they follow the sequence of the report outline.	6
The student checks the outline to make sure each content paragraph has at least two subheadings.	6
Using the outline, the student writes an introductory statement and paragraph for a research report.	6
The student reorganizes source cards into alphabetical order to write a reference page for a research report.	7
Using an outline and question cards, the student drafts a research report containing an introduction, content paragraphs, and a conclusion.	7
The student completes a final outline for a research report placed after the title page.	9
The student completes a final research report that is bound in the following order: <ul style="list-style-type: none"> <li>• Cover page</li> <li>• Title page</li> <li>• A final outline</li> <li>• The report with illustrations and maps</li> <li>• References page</li> <li>• Back cover</li> </ul>	10

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**Content**

Instructional Objective: To teach the student to write a report with clarity, with logical, well-supported facts, and with the use of a variety of sources.

<b>Behavioral Objectives</b>	<b>First appears in lesson</b>
When presented with the topic <i>endangered animals</i> , the class cooperatively uses brainstorming to come up with research questions to be answered.	1
Using a graphic organizer, the student writes in its center both the scientific and common name of the animal for the report.	1
Using a graphic organizer, the student writes known information about the endangered animal to begin the research.	1
Using a graphic organizer, the student writes known information specific to the research in the categories <ul style="list-style-type: none"> <li>• Appearance</li> <li>• Diet</li> <li>• Habitat</li> <li>• Enemies</li> <li>• Habit</li> <li>• Reproduction</li> <li>• Preservation</li> </ul>	1
When presented with questions about an index, the student <ul style="list-style-type: none"> <li>• Uses it to find information for a report</li> <li>• Reads the index from top to bottom and column to column</li> <li>• Reads the entries in alphabetical order</li> <li>• Reads main entries and subentries</li> <li>• Identifies scientific names by italic type</li> <li>• Uses the page numbers to locate information within the book</li> </ul>	2
When prompted by the teacher, the class cooperatively identifies reference sources from which information can be obtained to write a report.	3
When presented with information from a reference source, the student makes source cards using the correct format: <ul style="list-style-type: none"> <li>• Initials in the top right-hand corner</li> <li>• Name of the author</li> <li>• Title of the article</li> <li>• Title of the source</li> <li>• Publication date including edition</li> <li>• Page numbers</li> </ul>	3

When presented with information from reference sources, the student makes source cards using the correct format: <ul style="list-style-type: none"><li>• Encyclopedia</li><li>• Nonfiction books</li><li>• Magazines</li><li>• Internet</li></ul>	3
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**Content (continued)**

Instructional Objective: To teach the student to write a report with clarity, with logical, well-supported facts, and with the use of a variety of sources.

The student uses the library card catalog system to locate information for a report.	3
The student uses the table of contents to locate information in a book for a report.	3
After locating reference sources using the library card catalog system, the student writes source cards for each reference.	3
The student uses the Internet to complete an online search for information to be included in a report.	3
Given information from a variety of sources, the student writes sample source cards.	3
After finding an answer to a research question, the student writes the answer on the back of a previously written question card.	4
Using information from the question note cards, the student writes an introduction that includes the main idea of the research report.	6
Using information from source cards, the student writes a reference page including each source used in the research report	7
Using an outline and information from question note cards, the student drafts a research report with content paragraphs that describe each heading and subheading and with a conclusion that states final thoughts on the topic.	7
When editing a previously written research report, the student includes transition sentences that lead into the following paragraph.	8
The student completes a final outline for a research report that includes a main idea statement, content headings and subheadings.	9
The student completes a final research report that includes an introduction, content paragraphs, and a concluding paragraph.	10

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**Style**

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

<b>Behavioral Objectives</b>	<b>First appears in lesson</b>
When presented with two short sentences, the class cooperatively combines the information from each sentence into one compound sentence by using <i>and</i> .	4
When presented with two short sentences, the student combines the information from each sentence into one compound sentence by using <i>and</i> .	4
When presented with two short sentences, the class cooperatively combines the information from each sentence into one compound sentence by using <i>and</i> , <i>but</i> , or <i>or</i> .	5
When presented with two short sentences, the student combines the information from each sentence into one compound sentence by using <i>and</i> , <i>but</i> , or <i>or</i> .	5
When writing a research report, the student includes a map to make the report more interesting and informative.	6
When inserting a map into a research report, the student includes a map title and a key so the map can be understood.	6
The student draws or copies illustrations and inserts them into a research report to make it more interesting and informative.	6
The student makes an eye-catching cover for the report that includes <ul style="list-style-type: none"> <li>• Title of the report</li> <li>• Name of the author</li> <li>• An illustration</li> </ul>	8
When editing a previously-written research report, the student grabs the reader's attention by using a question, an exclamation, a sound, an action, or a thought for the opening sentence.	8
When editing a previously-written research report, the student eliminates redundant information by combining sentences.	8
When editing a previously-written research report, the student makes the report more interesting by varying the first words of sentences.	8
Using the proofreading steps, the student works with a partner to edit a previously written research report for complete sentences and words usage.	9

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**Style (continued)**

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

<p>The student makes a title page for a research report that includes</p> <ul style="list-style-type: none"> <li>• Title</li> <li>• Author</li> <li>• Publisher</li> <li>• Place of publication</li> <li>• Date of publication</li> </ul>	10
<p>The student makes a back cover for a research report that can be blank or include an illustration or design.</p>	10
<p>The student completes a final research report that includes a cover, title page, reference page, final outline, illustrations, maps, and back cover.</p>	10
<p>The student presents a completed research report to peers.</p>	10

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**Mechanics**

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

Behavioral Objectives	First appears in lesson
When writing information on a source card, the student <ul style="list-style-type: none"> <li>• Puts the author’s last name first, then a comma, then the first name and then a period at the end</li> <li>• Writes the title of the article, capitalizing all important letters, enclosing the title in quotation marks, and putting a period at the end</li> <li>• Writes the title of the source, capitalizing all important words, underlining the title, and placing a period at the end</li> <li>• Abbreviates the edition with the letters <i>ed</i> followed by a period</li> </ul>	3
When writing reference information from the Internet on a source card, the student <ul style="list-style-type: none"> <li>• Writes the title of the article, capitalizing all important letters, enclosing the title in quotation marks, and putting a period at the end</li> <li>• Writes the title of the source, capitalizing all important words, and placing a period at the end</li> <li>• Writes the electronic address of the site without end punctuation</li> </ul>	3
Given information from a variety of sources, the student writes sample source cards, using correct capitalization, punctuation, and abbreviations.	3
When combining sentences, the student begins the new sentence with a capital letter and ends it with the correct punctuation mark.	4
Using information from source cards, the student writes a reference page that <ul style="list-style-type: none"> <li>• Includes a title</li> <li>• Uses correct capitalization, punctuation, and abbreviations</li> <li>• Leaves a blank line after the title line</li> <li>• Begins the first reference at the margin line</li> <li>• Leaves a blank line between references</li> </ul>	7
When writing a research report, the student indents the first word of each paragraph.	7
When editing a previously-written research report, the student uses a carat to insert text in a sentence.	8

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

When writing a final outline for a research report, the student uses Roman numerals for the main headings and capital letters for the subheadings.	9
Using the proofreading steps, the student works with a partner to edit a previously-written research report for correct use of capital letters, punctuation, and spelling.	9
When making a title page for a research report, the student uses correct capitalization, punctuation, and spelling.	10
The student completes a final research report using correct capitalization, punctuation, and spelling.	10