

High-Performance Writing: A Structured Approach
Intermediate Writer’s Guide
Behavioral Objectives

Proofreading

Instructional Objective: To teach the students to use the proofreading process when evaluating their own work and the work of others.

Behavioral Objectives	First appears in Proofreading lesson
When presented with the definition of <i>noun</i> , the class cooperatively brainstorms examples of common nouns and identifies proper nouns that relate to those common nouns.	1
When presented with a story that contains several errors and has been edited by the teacher, the class cooperatively analyzes the proofreading marks for <ul style="list-style-type: none"> • Use of capital letters at the beginning of sentences • Use of end marks at the end of sentences • Use of capital letters for important words in titles • Use of lowercase letters within a sentence for common nouns • Use of a new paragraph when the speaker in the story changes • Misspelled words • Missing words or letters • Correct grammar 	1
When presented with a list of proofreading marks and their meanings, the student matches each mark to its meaning.	1
When presented with proofreading marks, the student practices writing each mark.	1

<p>When proofreading, the class cooperatively uses the following proofreading marks:</p> <ul style="list-style-type: none">• Change to a capital letter• Add a period• Add a question mark• Change to a lowercase letter• Begin a new paragraph• Check spelling• Add a word or letter• Add a comma• Add quotation marks• Move a word or sentence• Add an apostrophe• Delete a word or sentence• Delete a letter or punctuation mark• Add an exclamation mark	1
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Proofreading (continued)

Instructional Objective: To teach the students to use the proofreading process when evaluating their own work and the work of others.

When presented with proofreading marks, the class cooperatively states the use for each mark.	2
When presented with a story containing errors, each student holds up a card with the correct proofreading mark when an error is found.	2
The class cooperatively proofreads a story for errors in the following order: <ul style="list-style-type: none"> • Find the complete sentences (use capitals and end marks) • Check for capital letters • Check for punctuation • Check word usage • Check spelling 	2
When presented with previously identified errors, the student writes the correction for each.	2
The student uses proofreading marks to edit a story for errors in the following order: <ul style="list-style-type: none"> • Find the complete sentences (use capitals and end marks) • Check for capital letters • Check for punctuation • Check word usage • Check spelling 	3
When presented with a customized list of the most common proofreading errors, the student uses the list as a guide for proofreading future stories.	3
After proofreading a story, the student exchanges papers with a partner to check for additional errors and corrects them using a proofreading record.	4

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Technology

Instructional Objective: To teach the students the basic skills they need to use technology as part of the writing process.

Behavioral Objectives	First appears in Technology lesson
<p>The students name the following items on a computer and identify their purposes:</p> <ul style="list-style-type: none"> • Monitor—lets you see what is happening • Keyboard—lets you input information • CPU—the computer’s brain • Hard Drive—lets you store information inside the computer • Disk Drive—lets you put information on a diskette • Printer—lets you produce paper copies of your work • Document—what you write is called your document 	1
<p>The students name the following items on a keyboard and identify their purposes:</p> <ul style="list-style-type: none"> • Shift Keys—let you type a capital letter if you hold one down while pressing the letter • Space Bar—puts a space between words • Caps Lock—lets you type in all capitals • Tab Key—lets you indent to start a paragraph • Enter Key—ts you start a new line 	1
As the teacher models the steps for <i>creating a new document</i> , the students read aloud the instructions from their handbooks.	1
As the teacher reads aloud the steps for <i>creating a new document</i> , the student follows the instructions to complete each step.	1
Given specific step-by-step instructions for writing a story called “About Me,” the student follows the instructions and writes the story.	1
As the teacher reads aloud the steps for <i>saving a document</i> , the student follows the instructions to complete each step.	1
The class cooperatively reviews the computer vocabulary by naming items touched by the teacher.	2
As the teacher reads aloud the steps for <i>opening an existing document</i> , the student follows the instructions to complete each step.	2
<p>The student uses the <i>click and drag</i> technique to complete the following tasks for an existing document:</p> <ul style="list-style-type: none"> • Change the font size • Use bold 	2

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| • Use underlining | |
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Technology (continued)

Instructional Objective: To teach the students the basic skills they need to use technology as part of the writing process.

As the teacher reads aloud the steps for <i>saving an existing file as a different version</i> , the student follows the instructions to complete each step.	2
When given the purpose of a specific computer part, the class cooperatively names the part.	3
As the teacher reads aloud the steps for using the <i>drop down menu</i> , the student follows the instructions to complete each step.	3
The student edits an existing document using the following techniques: <ul style="list-style-type: none"> • Insert text • Delete text • Move text 	3
Using the information from the Handbook, the student edits an existing document using the following techniques: <ul style="list-style-type: none"> • Insert and delete punctuation • Change to capitals or lowercase 	4
The student names each of the following drop-down menus: <ul style="list-style-type: none"> • File • View • Insert • Format • Tools • Table • Window • Help 	4
Using the information from the Handbook, the student edits an existing document using the following techniques: <ul style="list-style-type: none"> • Change words by using delete and insert • Check spelling 	4
After the teacher touches a computer part and names it, the class cooperatively decides if the name given is <i>true</i> or <i>false</i> .	5
As the teacher reads aloud the steps for <i>seeing what the document will look like on paper</i> , the student follows the instructions to complete each step.	5
As the teacher models the steps for <i>saving the final version of the document</i> , the student reads aloud the instructions from the handbook.	5

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Technology (continued)

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Using the information from the Handbook, the student publishes an edited document by <ul style="list-style-type: none">• Seeing what the document will look like on paper• Double-spacing• Centering the title and author's name• Saving the final version• Printing the document	5
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