High-Performance Writing— Beginning Report Writing Combines a subject and a predicate to create a sentence Understands that a complete sentence tells who or what and what happens Uses alphabetical order to locate a definition in a dictionary Uses and adds to a Word Bank Selects a community worker to research and records the choice on the Community Workers	1	2	3	T .				Lessons											
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Research List										1									
Differentiates between a sentence and a fragment	~		~					>											
Identifies the subject and the predicate in a sentence	~		~					>											
Understands how to correctly capitalize and punctuate a telling sentence		>	~			~	~	>											
Uses correct format, capitalization, and punctuation when writing a request for an interview with		>																	
a community worker										1									
Proofreads a letter to community worker requesting an interview		>																	
Addresses the envelope for a letter with the correct content, capitalization, and punctuation		~					~												
Uses a graphic organizer to complete a picture study		~						\											
Uses proofreading marks		~	~			~		~	~										
Uses a caret to insert text in a sentence		>	~			~		\	~										
Understands how categories are used to sort information		>	~	~	~		~	\											
Sorts information from a picture study into the categories <i>Clothes, Tools, Workplace, Tasks,</i> and		~																	
Interesting Facts										1									
Understands how to correctly capitalize and punctuate a question			~																
Understands how to phrase interview questions			~	~	~														
Brainstorms content for interview questions			~																
Uses the words <i>I</i> and <i>you</i> when phrasing interview questions			~	~	~														
Creates interview questions and organizes them into the categories <i>Clothes, Tools, Workplace,</i>			~																
Tasks, Interesting Facts, Skills and Training, Most Favorite Things, and Least Favorite Things										1									
Understands and exhibits proper audience behavior				~	~														
Uses key words to take notes during an interview				~	~	~													
Organizes a report by placing category cards in an order that makes sense				~															
Understands how to properly greet the community worker at the beginning of the interview					~	~													
Role plays with other class members to become comfortable in the interview setting					~														
Conducts a practice interview with the teacher that includes questions from all categories as well					~														
as a thank you for the interview										1									
Understands how to create a complete sentence using key words						~		~											
Conducts an interview with a community worker, using key words to record answers to						_													
questions										l									
Understands how to correctly capitalize and punctuate a list within a sentence						~	~												
Uses correct format, capitalization, and punctuation to write a letter thanking a community							~												
worker for an interview																			
Proofreads a thank-you letter							~												
Understands the purpose of a margin							~	\											
Understands that a paragraph is a group of sentences that tells about one idea							~	\	~										
Understands how to create a title and center it on a page							~	~	~										
Indents the first word in a paragraph							~	~	~										
Creates a title for the introduction of a research report and centers it on the page							~			I									
Writes an introduction that refers to all the categories that will be included in the body of a						<u> </u>	_												
research report																			
Participates in peer editing	H						~	~	~										
Understands where to place a topic sentence and detail sentences in a paragraph	H						~	~											
Creates a title and centers it on the page for each category in the body of a research report	\vdash						Ť	~	Ť										
Sorts community workers by the work they do into the categories <i>goods</i> or <i>services</i>	\vdash					1		·	_										
Understands how to conclude a paragraph by restating the main idea	\vdash				<u> </u>	1		\ \	<u>-</u> در										

Writes the body for a research report that includes all categories in an order that makes sense			~		
Edits a paragraph to make it more interesting by varying the first word of each sentence			~	~	
Proofreads the body of a research report			~		
Completes an illustration to accompany each category of a research report			~		
Creates a title for the References page of a research report				~	
Creates a list of references for a research report, using correct capitalization and punctuation				~	
Understands the purpose of the conclusion of a research report				~	
Creates a title for the conclusion of a research report and centers it on the page				~	
Understands that a conclusion for a research report restates the main idea and reminds the reader				~	
of the content covered in the body of the report					
Writes a conclusion for a research report				~	
Proofreads the conclusion of a research report				>	
Creates a cover for a research report that includes a title, the author's name, and an illustration					~
Labels the plan for a research paper as the <i>Table of Contents</i> and centers it on the page					~
Publishes a research report, including binding and paging					~
Presents a research report					~