High-Performance Writing— Intermediate Descriptive Writing				Lessons										
	1	2	3	4	5	6	7	8	9	10				
Understands that a descriptive paragraph uses words to help make a clear picture in the reader's	,	Ś	~	<	,	~	<	٢	¢	~				
mind														
Knows the five senses and uses them in descriptive writing	~	~	~			~	~			~				
Understands that a sentence is a group of words that expresses a complete thought	~	~				~								
Distinguishes complete sentences from incomplete sentences	~													
Completes sentences by adding a subject or a predicate	~													
Understands and exhibits proper audience behavior	~				~				~					
Uses a graphic organizer	~	~	~	~	•	~	~	•		~				
Participates in brainstorming	•	•	~	~			~			~				
Analyzes a descriptive paragraph using the five senses	~					~	•							
Knows that the opening sentence in a descriptive paragraph is often the topic sentence	~	•	~			~	~			~				
Knows that the middle sentences of a descriptive paragraph give the details of the paragraph	~	•	~			~	~			~				
(using the five senses)														
Knows that the closing sentence in a descriptive paragraph brings all the ideas together	•	•	~			~	•			~				
Knows that a sentence begins with a capital letter and ends with an end mark	~													
Knows that words used in sentences are divided into groups called parts of speech		•	~	<										
Knows and identifies nouns as parts of speech that name persons, places, or things		•	~	~		~								
Knows and identifies adjectives as parts of speech that describe nouns by telling what kind, how		~	~	~	~			<						
many, and which one														
Writes a descriptive paragraph using the five senses		¢	~				>							
Indents paragraphs		¢	~			~	>							
Edits a descriptive paragraph		٢	~	<		~		٢						
Knows that authors use figurative language to paint pictures in the minds of the audience		٢		<		~	Ś	٢						
Knows that similes, onomatopoeia, and alliteration are kinds of figurative language		•		~		~	•	<		~				
Knows that a simile compares two unlike things using the word like or as		•		~		~	•	<	~	~				
Uses a caret to insert text		•		~		~		<						
Uses proofreading marks		•		~		~		<						
Knows that onomatopoeia tells the actual sound something makes		~		~		~		<						
Uses quotation marks around onomatopoeia when the sound isn't a real word		~		~		~		<						
Knows that alliteration uses words that start with the same sound		~		~		~		~		~				
Adds adjectives to a descriptive paragraph to make it more interesting		~	~	~				~		~				
Varies the first words of sentences in a paragraph		~		~										
Produces legible handwriting at an age-appropriate level		•	~	~	~	~	<	~	Y	~				
Uses a dictionary to find adjectives			~											
Knows and identifies verbs as parts of speech that express action or state of being				~										
Knows and identifies adverbs as parts of speech that modify verbs by telling how, when, or				~										
where														
Participates in peer editing				~										
Adds adverbs to a descriptive paragraph to make it more interesting				~										
Proofreads a descriptive passage				~				<						
Publishes a descriptive passage				~				<						
Presents a descriptive passage				~				~						
Understands that adjectives can appear in a comparative and a superlative form				1	•									
Knows that for most adjectives with one syllable and for some with two syllables, the ending <i>-er</i>	\dagger				•					~				
is added to form the comparative														
Knows that for most adjectives with two or more syllables, the word <i>more</i> is added before the	+				•					~				
adjective to form the comparative														
Knows that for many adjectives the superlative is formed by adding the word <i>the</i> before the	\dagger				•					~				
adjective and adding the ending <i>-est</i>														
Knows that for most adjectives that have two or more syllables the superlative is formed by	+									~				

adding the word <i>the</i> and the word <i>most</i> before the adjective						
Knows that some adjectives are irregular in their comparative and superlative forms		~				~
Supplies the comparative and superlative form of adjectives		~				<
Uses spatial order to write descriptive paragraphs (top to bottom, near to far)		~ ~	>	~		
Differentiates between general nouns and specific nouns and uses each appropriately		~	>	~		<
Writes a descriptive paragraph using spatial order and the five senses		<	ζ.			
Uses transition words to move the reader from one detail to the next in descriptive writing		<	ζ.	~		
Differentiates between general verbs and specific verbs and uses each appropriately			ζ.	~		<
Differentiates between general adjectives and specific adjectives and uses each appropriately				~		<
Knows that a declarative sentence makes a statement and ends with a period					<	<
Knows that an interrogative sentence asks a question and ends with a question mark					<	<
Knows that an exclamatory sentence expresses strong feeling and ends with an exclamation mark					<	<
Understands that a personal response describes the author's feelings					<	<
Knows that personal responses are written in the first person using the word I					<	<
Knows that the title of a poem within a text begins and ends with quotation marks					<	<
Knows that all the important words in a poem title are capitalized					•	<
Knows that the author of a personal response gives reasons to support his or her opinion					•	<
Knows that the author of a personal response recommends the poem to a specific type of person					<	<
Knows that rhyming words have the same ending sound but different beginning sounds and that					<	<
they are often found at the ends of lines of poetry						
Analyzes a poem using the five senses						~
Writes a personal response to a poem						~
Edits a personal response to a poem						<
Proofreads a personal response to a poem						<
Publishes a personal response to a poem						•
Presents a personal response to a poem						•