High-Performance Writing— Intermediate Practical Writing	Lessons											
	1	2	3	4	5	6	7	8	9	10		
Understands the purpose of a friendly letter	~	~	~	~	~							
Understands the purpose of a heading in a friendly letter	~	~	~	~								
Understands and uses correct capitalization and punctuation in a friendly letter	~	~	~	~								
Uses proofreading marks	~	~		~				~				
Uses a caret to insert text	~	~		~				~				
Understands and exhibits proper audience behavior	~				\							
Uses proper line spacing and indention in a friendly letter		~	~	~								
Recognizes the features of a friendly letter (heading, date, salutation, body, closing, signature)	~	~	V	~								
Understands and uses correct capitalization and punctuation in a friendly letter	~	~	~	~								
Proofreads for correct capitalization and punctuation in a friendly letter	~	~	~	~								
Understands correct use of titles (Mr., Mrs., Ms., Miss, Dr.)		~	V	~	_	~	_					
Uses correct capitalization and punctuation in title abbreviations		_	V	~	~	~	J					
Capitalizes proper nouns		~	J	_	_	~	J					
Capitalizes abbreviations for directions (N, S, E, W, NW, NE, SW, SE)					•	<u> </u>	J	_	V			
Uses correct spelling, punctuation, and capitalization for abbreviations (St., Apt., Dr., Ave., Rd.,		·	J	·	·		j			_		
Dr., Blvd.)		•		•		•		•		*		
Understands the meaning of and uses correct spelling, punctuation, and capitalization of A.M. and		~		_								
P.M.		•		•								
Uses a graphic organizer	+	~				~		~				
Participates in brainstorming		<u> </u>	J					_				
Knows school name and address	+	<u> </u>	ľ				ď					
					•		_					
Writes a heading for a friendly letter		<u> </u>	ď				~					
Writes a salutation for a friendly letter	-		_				~					
Writes the body of a friendly letter		~	Y									
Writes the closing of a friendly letter		~	_									
Signs a friendly letter		~	~									
Edits a friendly letter		~		~								
Understands how to phrase the content of a friendly letter		~	~	~								
Varies the first words of sentences in a paragraph		~	~	~								
Produces legible handwriting at an age-appropriate level		~	~	~	~		~			~		
Understands and uses state abbreviations			~	~	>	~	~					
Asks polite questions in the body of a friendly letter that could be answered in a reply				~								
Proofreads a friendly letter				~								
Publishes a friendly letter				~								
Presents a friendly letter				~								
Understands how to address an envelope with mailing address and return address and how to					ζ.	>						
place the stamp												
Understands the purpose of a business letter of concern					ζ.	>	~	>				
Understands content, placement, and purpose of the heading in a business letter of concern					`	~	~	~				
Understands content, placement, and purpose of the inside address in a business letter of concern					~	~	~	~				
Recognizes the features of a business letter of concern (heading, date, inside address, salutation,					~	~	~	~				
body, closing, signature)												
Understands how to phrase the content of a business letter of concern					~	~	~	~				
Understands and uses correct capitalization and punctuation in a business letter of concern					~	~	~	~				
Understands the importance of printing the sender's name under the signature in a business letter					~	~	~	~	Ħ			
of concern												
Edits a business letter of concern	T					~		~				
Uses compelling, precise language	\Box					~	-	~	H			
Eliminates repetitious information	+					~	_	~				
			i l		i l							

Knows home address				~			
Writes a heading for a business letter of concern				~			
Writes a salutation for a business letter of concern				~			
Writes the body of a business letter of concern				~			
Writes the closing of a business letter of concern				~			
Signs a business letter of concern				~			
Knows the difference between formal language and informal language (slang)			~		~		
Understands that contractions are words formed from one or two words by omitting one or more					~		
letters and substituting an apostrophe							
Identifies, spells, and punctuates contractions correctly					~		
Understands that some contractions have a twin (he 's = he is and he was)					~		
Eliminates slang from a business letter of concern					~		
Proofreads a business letter of concern					~		
Publishes a business letter of concern					>		
Presents a business letter of concern					>		
Locates directions on a map						>	Y
Writes midway directions correctly (northeast, northwest, southeast, southwest)						•	Y
Names directions by physical proximity (straight ahead, on your left, on your right, behind you)						•	Y
Reads and follows directions accurately						•	Y
Writes directions accurately and clearly						>	>
Understands and uses a compass rose in reading, following, and writing directions						>	>
Understands and uses vocabulary pertaining to directions (start, continue, keep going, until,							>
continue past, turn right or left, when you see, stop when)							
Draws a map of the interior of the school							>
Mentions landmarks in giving oral or written directions							~