

High-Performance Writing: A Structured Approach
Advanced Narrative Writing
Behavioral Objectives

Organization

Instructional Objective: To teach the student to write a well-organized narrative composition, following a logical sequence, with a clearly defined beginning, middle, and outcome.

| Behavioral Objectives | First appears in lesson |
|---|--------------------------------|
| Using a graphic organizer, the class cooperatively analyzes a hero quest for <ul style="list-style-type: none"> • An opening sentence that grabs the reader’s attention • An opening paragraph that describes the main characters and setting • A plot that includes the rising action, the climax, and the denouement • A theme or special message from the author to the reader | 1 |
| Using a graphic organizer, the class cooperatively drafts a hero quest that includes <ul style="list-style-type: none"> • An opening sentence that grabs the reader’s attention • An opening paragraph that describes the main characters and setting • A plot that includes the rising action, the climax, and the denouement • A theme or special message from the author to the reader | 2 |
| The class cooperatively edits a hero quest for <ul style="list-style-type: none"> • An opening sentence that grabs the reader’s attention • An opening paragraph that describes the main characters and setting • A plot that includes the rising action, the climax, and the denouement • A theme or special message from the author to the reader | 3 |
| Using a graphic organizer, the student drafts a hero quest that includes <ul style="list-style-type: none"> • An opening sentence that grabs the reader’s attention • An opening paragraph that describes the main characters and setting • A plot that includes the rising action, the climax, and the denouement • A theme or special message from the author to the reader | 4 |

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Organization (continued)

Instructional Objective: To teach the student to write a well-organized narrative composition, following a logical sequence, with a clearly defined beginning, middle, and outcome.

| | |
|--|---|
| <p>The student edits a hero quest for</p> <ul style="list-style-type: none"> • An opening sentence that grabs the reader’s attention • An opening paragraph that describes the main characters and setting • A plot that includes the rising action, the climax, and the denouement • A theme or special message from the author to the reader | 5 |
| <p>After reading information on life in ancient Egypt, the class cooperatively organizes the information on summary sheets that include a main heading, subheadings, and related facts.</p> | 6 |
| <p>Using a graphic organizer, the class cooperatively analyzes a historical fiction narrative for</p> <ul style="list-style-type: none"> • An opening sentence that grabs the reader’s attention • An opening paragraph that describes the main characters and setting • A plot that includes the rising action, the climax, and the denouement • A theme or special message from the author to the reader | 6 |
| <p>Using a graphic organizer, the class cooperatively drafts a historical fiction narrative that includes</p> <ul style="list-style-type: none"> • An opening sentence that grabs the reader’s attention • An opening paragraph that describes the main characters and setting • A plot that includes the rising action, the climax, and the denouement • A theme or special message from the author to the reader | 7 |
| <p>The class cooperatively edits a historical fiction narrative for</p> <ul style="list-style-type: none"> • An opening sentence that grabs the reader’s attention • An opening paragraph that describes the main characters and setting • A plot that includes the rising action, the climax, and the denouement • A theme or special message from the author to the reader | 8 |

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Organization (continued)

Instructional Objective: To teach the student to write a well-organized narrative composition, following a logical sequence, with a clearly defined beginning, middle, and outcome.

| | |
|--|----|
| <p>Using a graphic organizer, the student drafts a historical fiction narrative that includes</p> <ul style="list-style-type: none"> • An opening sentence that grabs the reader’s attention • An opening paragraph that describes the main characters and setting • A plot that includes the rising action, the climax, and the denouement • A theme or special message from the author to the reader | 9 |
| <p>The student edits a historical fiction narrative for</p> <ul style="list-style-type: none"> • An opening sentence that grabs the reader’s attention • An opening paragraph that describes the main characters and setting • A plot that includes the rising action, the climax, and the denouement • A theme or special message from the author to the reader | 10 |

High-Performance Writing: A Structured Approach
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Content

Instructional Objective: To teach the student to write in the narrative format, developing a plot that includes characters, setting, conflict, climax, and denouement.

| Behavioral Objectives | First appears in lesson |
|---|--------------------------------|
| The class brainstorms an opening sentence that describes the setting of a hero quest. | 1 |
| The class brainstorms a closing sentence that describes the setting of a hero quest. | 1 |
| Using a graphic organizer, the class cooperatively analyzes a hero quest for a title that captures the reader’s attention and makes the reader want to read more. | 1 |
| Using a graphic organizer, the class cooperatively analyzes a hero quest for an opening sentence that grabs the reader’s attention and pulls the reader into the story. | 1 |
| Using a graphic organizer, the class cooperatively analyzes a hero quest for an opening paragraph that introduces at least one main character. | 1 |
| Using a graphic organizer, the class cooperatively analyzes a hero quest for a setting. | 1 |
| Using a graphic organizer, the class cooperatively analyzes a hero quest for rising action. | 1 |
| Using a graphic organizer, the class cooperatively analyzes a hero quest for a climax. | 1 |
| Using a graphic organizer, the class cooperatively analyzes a hero quest for a denouement. | 1 |
| The class cooperatively drafts a hero quest that takes place in the present and in their community. | 2 |
| The class cooperatively drafts a hero quest that includes a title that captures the reader’s attention and makes the reader want to read more. | 2 |
| The class cooperatively drafts a hero quest that includes an opening sentence that grabs the reader’s attention and pulls the reader into the story. | 2 |
| The class cooperatively drafts a hero quest that includes an opening paragraph that introduces at least one main character. | 2 |

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Content (continued)

Instructional Objective: To teach the student to write in the narrative format, developing a plot that includes characters, setting, conflict, climax, and denouement.

| | |
|---|---|
| When cooperatively drafting a hero quest, the class ends the beginning of the story with a statement of the problem. | 2 |
| The class cooperatively drafts a hero quest that includes a setting. | 2 |
| The class cooperatively drafts a hero quest that includes rising action. | 2 |
| The class cooperatively drafts a hero quest that includes a climax. | 2 |
| The class cooperatively drafts a hero quest that includes a denouement. | 2 |
| The student drafts a futuristic hero quest with he or she as the hero in a story about aliens. | 4 |
| The student drafts a hero quest that includes a title that captures the reader's attention and makes the reader want to read more. | 4 |
| The student drafts a hero quest that includes an opening sentence that grabs the reader's attention and pulls the reader into the story. | 4 |
| The student drafts a hero quest that includes an opening paragraph that introduces at least one main character. | 4 |
| When drafting a hero quest, the student ends the beginning paragraph of the story with a statement of the problem. | 4 |
| The student drafts a hero quest that includes a setting. | 4 |
| The student drafts a hero quest that includes rising action. | 4 |
| The student drafts a hero quest that includes a climax. | 4 |
| The student drafts a hero quest that includes a denouement. | 4 |
| The class cooperatively analyzes a historical fiction narrative for <ul style="list-style-type: none"> • Historical details and facts • Stories about people who lived or could have lived in the past • Life shown in accurate detail with dialogue appropriate to the characters of the time | 6 |
| Using a graphic organizer, the class cooperatively analyzes a historical fiction narrative for a title that captures the reader's attention and makes the reader want to read more. | 6 |

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Content (continued)

Instructional Objective: To teach the student to write in the narrative format, developing a plot that includes characters, setting, conflict, climax, and denouement.

| | |
|---|---|
| Using a graphic organizer, the class cooperatively analyzes a historical fiction narrative for an opening sentence that grabs the reader's attention and pulls the reader into the story. | 6 |
| Using a graphic organizer, the class cooperatively analyzes a historical fiction narrative for introduction of the main character and setting in the opening paragraph. | 6 |
| Using a graphic organizer, the class cooperatively analyzes a historical fiction narrative for an opening paragraph that ends with a statement of the main problem. | 6 |
| Using a graphic organizer, the class cooperatively analyzes a historical fiction narrative for middle paragraphs that tell about obstacles the main character faces. | 6 |
| Using a graphic organizer, the class cooperatively analyzes a historical fiction narrative for middle paragraphs that build the story to a climax. | 6 |
| Using a graphic organizer, the class cooperatively analyzes a historical fiction narrative for an ending that reveals the main character's success and describes his or her feelings. | 6 |
| Using a graphic organizer, the class cooperatively analyzes a historical fiction narrative for an ending with a denouement that quickly follows the climax. | 6 |
| Using a graphic organizer, the class cooperatively analyzes a historical fiction narrative for a last sentence that brings the story to a satisfying conclusion. | 6 |
| Using a graphic organizer, the class cooperatively analyzes a historical fiction narrative for a special message or theme from the author. | 6 |
| Using a graphic organizer, the class cooperatively analyzes a historical fiction narrative for accurate historical details. | 6 |
| The class brainstorms information to complete character clusters and possible solutions to a problem in a historical fiction narrative. | 7 |

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Content (continued)

Instructional Objective: To teach the student to write in the narrative format, developing a plot that includes characters, setting, conflict, climax, and denouement.

| | |
|--|---|
| The class cooperatively drafts a historical fiction narrative that includes <ul style="list-style-type: none"> • Historical details and facts • Stories about people who lived or could have lived in the past • Life shown in accurate detail with dialogue appropriate to the characters of the time. | 7 |
| Using a graphic organizer, the class cooperatively drafts a historical fiction narrative that includes a title that captures the reader’s attention and makes the reader want to read more. | 7 |
| Using a graphic organizer, the class cooperatively drafts a historical fiction narrative that includes an opening sentence that grabs the reader’s attention and pulls the reader into the story. | 7 |
| Using a graphic organizer, the class cooperatively drafts a historical fiction narrative that includes introduction of the main character and setting in the opening paragraph. | 7 |
| Using a graphic organizer, the class cooperatively drafts a historical fiction narrative that includes an opening paragraph that ends with a statement of the main problem. | 7 |
| Using a graphic organizer, the class cooperatively drafts a historical fiction narrative that includes middle paragraphs that tell about obstacles the main character faces. | 7 |
| Using a graphic organizer, the class cooperatively drafts a historical fiction narrative that includes middle paragraphs that build the story to a climax. | 7 |
| Using a graphic organizer, the class cooperatively drafts a historical fiction narrative that includes an ending that reveals the main character’s success and describes his or her feelings. | 7 |
| Using a graphic organizer, the class cooperatively drafts a historical fiction narrative that includes an ending with a denouement that quickly follows the climax. | 7 |
| Using a graphic organizer, the class cooperatively drafts a historical fiction narrative that includes a last sentence that brings the story to a satisfying conclusion. | 7 |
| Using a graphic organizer, the class cooperatively drafts a historical fiction narrative that includes a special message or theme from the author. | 7 |

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Content (continued)

Instructional Objective: To teach the student to write in the narrative format, developing a plot that includes characters, setting, conflict, climax, and denouement.

| | |
|---|---|
| Using a graphic organizer, the class cooperatively drafts a historical fiction narrative that includes accurate historical details. | 7 |
| The student drafts a historical fiction narrative that includes <ul style="list-style-type: none"> • Historical details and facts • Stories about people who lived or could have lived in the past • Life shown in accurate detail with dialogue appropriate to the characters of the time | 9 |
| Using a graphic organizer, the student drafts a historical fiction narrative that includes a title that captures the reader’s attention and makes the reader want to read more. | 9 |
| Using a graphic organizer, the student drafts a historical fiction narrative that includes an opening sentence that grabs the reader’s attention and pulls the reader into the story. | 9 |
| Using a graphic organizer, the student drafts a historical fiction narrative which includes the introduction of the main character and setting in the opening paragraph. | 9 |
| Using a graphic organizer, the student drafts a historical fiction narrative that includes an opening paragraph that ends with a statement of the main problem. | 9 |
| Using a graphic organizer, the student drafts a historical fiction narrative that includes middle paragraphs that tell about obstacles the main character faces. | 9 |
| Using a graphic organizer, the student drafts a historical fiction narrative that includes middle paragraphs that build the story to a climax. | 9 |
| Using a graphic organizer, the student drafts a historical fiction narrative that includes an ending that reveals the main character’s success and describes his or her feelings. | 9 |
| Using a graphic organizer, the student drafts a historical fiction narrative that includes an ending with a denouement that quickly follows the climax. | 9 |
| Using a graphic organizer, the student drafts a historical fiction narrative that includes a last sentence that brings the story to a satisfying conclusion. | 9 |

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Content (continued)

Instructional Objective: To teach the student to write in the narrative format, developing a plot that includes characters, setting, conflict, climax, and denouement.

| | |
|--|---|
| Using a graphic organizer, the student drafts a historical fiction narrative that includes a special message or theme from the author. | 9 |
| Using a graphic organizer, the student drafts a historical fiction narrative which includes use of accurate historical details. | 9 |

High-Performance Writing: A Structured Approach
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Style

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

| Behavioral Objectives | First appears in lesson |
|---|--------------------------------|
| Using a graphic organizer, the class brainstorms words for each of the five senses to help write details of a descriptive paragraph. | 1 |
| When presented with a hero quest, the student identifies sentences that describe using each of the five senses. | 1 |
| When presented with a chart of the five senses, the student completes the chart with appropriate sensory words. | 1 |
| When presented with simple sentence pairs, the student restates them as a compound sentence by joining them with a comma and a conjunction. | 2 |
| When presented with simple sentence pairs, the student rewrites each pair as a compound sentence by joining them with a comma and a conjunction. | 2 |
| When cooperatively editing a hero quest, the class identifies simple sentence pairs and rewrites them as compound sentences. | 3 |
| The class states examples of words that are nouns, pronouns, and verbs. | 3 |
| When cooperatively editing a hero quest, the class adds dialogue with correct punctuation and dialogue stems to help the reader keep track of who is talking. | 3 |
| When cooperatively editing a hero quest, the class uses a dialogue stem that includes at least one noun or pronoun and one verb. | 3 |
| When cooperatively editing a hero quest, the class uses similes to paint a picture in the minds of the audience. | 3 |
| When cooperatively editing a hero quest, the class adds modifying words (adjectives and adverbs) to help bring the characters and the setting to life. | 3 |
| When cooperatively editing a hero quest, the class varies the first words of sentences to make the story more interesting. | 3 |
| When cooperatively editing a hero quest, the class uses correct temporal order to ensure that the story makes sense. | 3 |
| When cooperatively editing a hero quest, the class uses alliteration or onomatopoeia in the title to capture the reader's attention. | 3 |
| When cooperatively editing a hero quest, the class uses language that will not mislead the reader. | |

High-Performance Writing: A Structured Approach
Advanced Narrative Writing
Behavioral Objectives

Style (continued)

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

| | |
|---|---|
| Using the Writer’s Guide, the class cooperatively proofreads, publishes, and presents a hero quest. | 3 |
| The class uses available technology to write the final copy of a hero quest. | 3 |
| When presented with singular nouns, the class cooperatively makes them possessive by adding apostrophe <i>s</i> . | 4 |
| When presented with plural nouns, the class cooperatively makes them possessive by adding an apostrophe after the final <i>s</i> . | 4 |
| When presented with sentences containing a noun in parentheses, the student changes the noun to a possessive and rewrites the sentence. | 4 |
| When presented with nouns, the student writes adjectives to describe each noun. | 4 |
| When presented with verbs, the student writes adverbs to describe each verb. | 4 |
| When presented with sentences containing possessive nouns, the class cooperatively replaces the nouns with a possessive pronouns. | 5 |
| After changing possessive nouns in sentences to possessive pronouns, the student identifies the possessive pronouns that can be used alone. | 5 |
| When editing a hero quest, the student works with a partner to get ideas for improving his or her writing. | 5 |
| When editing a hero quest, the student adds dialogue with correct punctuation and dialogue stems to help the reader keep track of who is talking. | 5 |
| When editing a hero quest, the student uses a dialogue stem that includes at least one noun or pronoun and one verb. | 5 |
| When editing a hero quest, the student uses similes to paint a picture in the minds of the audience. | 5 |
| When editing a hero quest, the student uses metaphors to paint a picture in the minds of the audience. | 5 |
| When editing a hero quest, the student adds modifying words (adjectives and adverbs) to help bring the characters and the setting to life. | 5 |
| When editing a hero quest, the student varies the first words of sentences to make the story more interesting. | 5 |
| When editing a hero quest, the student uses correct temporal order to ensure that the story makes sense. | 5 |

High-Performance Writing: A Structured Approach
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Behavioral Objectives

Style (continued)

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

| | |
|---|---|
| When editing a hero quest, the student uses alliteration or onomatopoeia in the title to capture the reader's attention. | 5 |
| When editing a hero quest, the student uses language that will not mislead the reader. | |
| Using the Writer's Guide, the student proofreads, publishes, and presents a hero quest. | 5 |
| The student uses available technology to write the final copy of a hero quest. | 5 |
| When presented with a sentence containing a noun in parentheses, the student changes the noun to a possessive, writes the new sentence, changes the possessive noun in the new sentence to a possessive pronoun, and rewrites the sentence. | 5 |
| When presented with sentences containing possessive nouns, the student changes each noun to a possessive pronoun and rewrites the sentence. | 5 |
| Using a graphic organizer, the class cooperatively analyzes a historical fiction narrative for use of two similes and a metaphor. | 6 |
| When presented with quotations, the class cooperatively identifies the speaker, the dialogue stem, and the exact words the speaker said. | 7 |
| When editing a historical fiction narrative, the class adds dialogue with correct punctuation and dialogue stems to help the reader keep track of who is talking. | 8 |
| When cooperatively editing a historical fiction narrative, the class uses similes to paint a picture in the minds of the audience. | 8 |
| When cooperatively editing a historical fiction narrative, the class uses metaphors to paint a picture in the minds of the audience. | 8 |
| When cooperatively editing a historical fiction narrative, the class adds adjectives and adverbs to help bring the characters and the setting to life. | 8 |
| When cooperatively editing a historical fiction narrative, the class varies the first words of sentences to make the story more interesting. | 8 |
| When cooperatively editing a historical fiction narrative, the class uses correct temporal order to ensure that the story makes sense. | 8 |
| When cooperatively editing a historical fiction narrative, the class uses alliteration or onomatopoeia in the title to capture the reader's attention. | 8 |

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Style (continued)

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

| | |
|---|----|
| When cooperatively editing a historical fiction narrative, the class uses language that will not mislead the reader. | |
| Using the Writer’s Guide, the class cooperatively proofreads, publishes and presents a historical fiction narrative. | 8 |
| The class uses available technology to write the final copy of a historical fiction narrative. | 8 |
| When editing a historical fiction narrative, the student works with a partner to get ideas for improving his or her writing. | 10 |
| When editing a historical fiction narrative, the student adds dialogue with correct punctuation and dialogue stems to help the reader keep track of who is talking. | 10 |
| When editing a historical fiction narrative, the student uses similes to paint a picture in the minds of the audience. | 10 |
| When editing a historical fiction narrative, the student uses metaphors to paint a picture in the minds of the audience. | 10 |
| When editing a historical fiction narrative, the student adds adjectives and adverbs to help bring the characters and the setting to life. | 10 |
| When editing a historical fiction narrative, the student varies the first words of sentences to make the story more interesting. | 10 |
| When editing a historical fiction narrative, the student uses correct temporal order to ensure that the story makes sense. | 10 |
| When editing a historical fiction narrative, the student uses alliteration or onomatopoeia in the title to capture the reader’s attention. | 10 |
| When editing a historical fiction narrative, the student uses language that will not mislead the reader. | |
| Using the Writer’s Guide, the student proofreads, publishes, and presents a historical fiction narrative. | 10 |
| The student uses available technology to write the final copy of a historical fiction narrative. | 10 |
| When presented with sentences containing words in parentheses, the student replaces the words with contractions. | 10 |

High-Performance Writing: A Structured Approach
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Behavioral Objectives

Mechanics

Instructional Objective: To teach the student to use proper grammar, spelling, capitalization, and punctuation in a narrative composition.

| Behavioral Objectives | First appears in lesson |
|--|--------------------------------|
| When combining simple sentence pairs into a compound sentence, the class cooperatively identifies the comma before the conjunction. | 2 |
| When combining simple sentence pairs into a compound sentence, the student uses a comma before the conjunction. | 2 |
| When cooperatively drafting a hero quest, the class indents the first word of each paragraph. | 2 |
| When cooperatively editing a hero quest, the class punctuates quotations correctly. | 3 |
| When cooperatively editing a hero quest, the class starts a new paragraph each time the speaker changes. | 3 |
| When cooperatively editing a hero quest, the class uses proofreading marks found in the <i>Writer's Guide</i> . | 3 |
| When making singular nouns possessive, the class cooperatively inserts the apostrophe before the final <i>s</i> . | 4 |
| When making plural nouns possessive, the class cooperatively inserts the apostrophe after the final <i>s</i> . | 4 |
| When drafting a hero quest, the student indents the first word of each paragraph. | 4 |
| When changing a sentence to include a possessive noun, the student inserts the apostrophe in the correct place. | 4 |
| When presented with quotations, the student edits them for correct capitalization and punctuation. | 7 |
| When presented with quotations, the student capitalizes the first word of each sentence and the first letter of each proper noun. | 7 |
| When presented with quotations, the student uses quotation marks correctly. | 7 |
| When presented with quotations, the student uses a comma to separate the dialogue stem from the quotation (when the quotation comes at the beginning of a sentence). | 7 |
| When presented with quotations, the student punctuates each quotation according to the kind of sentence it is, using a period, question mark, or exclamation mark. | 7 |

High-Performance Writing: A Structured Approach
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Behavioral Objectives

Mechanics (continued)

Instructional Objective: To teach the student to use proper grammar, spelling, capitalization, and punctuation in a narrative composition.

| | |
|---|---|
| When presented with sentences containing quotations with the dialogue stem at the beginning, the student writes each sentence correctly. | 7 |
| When cooperatively editing a historical fiction narrative, the class starts a new paragraph each time the speaker changes. | 8 |
| When cooperatively editing a historical fiction narrative, the class uses proofreading marks found in the Writer's Guide. | 8 |
| The class cooperatively edits a historical fiction narrative for correct capitalization and punctuation. | 8 |
| When punctuating quotations, the class uses a comma after the last word of the quotation (inside the ending quotation marks) if the quotation is part of a sentence. | 8 |
| When punctuating quotations, the class uses a question mark after the last word of the quotation (inside the ending quotation marks) if the quotation is an interrogative sentence. | 8 |
| When punctuating quotations, the class uses an exclamation mark after the last word of the quotation (inside the ending quotation marks) if the quotation is an exclamatory sentence. | 8 |
| When punctuating quotations where the dialogue stem comes last in the sentence, the class inserts a period at the end of the whole sentence. | 8 |
| When presented with sentences containing quotations with the dialogue stem at the end, the student writes each sentence correctly. | 8 |

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Mechanics (continued)

Instructional Objective: To teach the student to use proper grammar, spelling, capitalization, and punctuation in a narrative composition.

| | |
|--|----|
| When punctuating quotations where the dialogue stem is in the middle of the sentence, the class <ul style="list-style-type: none"> • Uses quotation marks to enclose both parts of the exact words of the speaker • Starts the sentence with a capital letter • Uses a comma after the first part of the quotation (inside the first set of ending quotation marks) • Uses a comma after the dialogue stem • Uses a period after the last word of the quotation (inside the second set of ending quotation marks) if the quotation is a declarative sentence • Uses a question mark after the last word of the quotation (inside the second set of ending quotation marks) if the quotation is an interrogative sentence • Uses an exclamation mark after the last word of the quotation (inside the second set of ending quotation marks) if the quotation is an exclamatory sentence. | 9 |
| When presented with sentences containing quotations with the dialogue stem in the middle, the student writes each sentence correctly. | 9 |
| When presented with sentences, some of which contain contractions, the class cooperatively identifies each contraction and the two words it replaces. | 10 |
| When editing a historical fiction narrative, the student starts a new paragraph each time the speaker changes. | 10 |
| When editing a historical fiction narrative, the student uses proofreading marks found in the <i>Writer's Guide</i> . | 10 |
| The student edits a historical fiction narrative for correct capitalization and punctuation. | 10 |