

High-Performance Writing: A Structured Approach
Beginning Expository Writing
Behavioral Objectives

Organization

Instructional Objective: To teach the student to write a well-organized expository composition with a main idea, middle details, and a conclusion.

Behavioral Objectives	First appears in lesson
Using a graphic organizer, the class cooperatively analyzes a summary of an article for an opening sentence, main ideas, supporting facts, and a closing sentence.	1
Using a graphic organizer, the class cooperatively drafts a summary of an article that includes an opening sentence, main ideas, supporting facts, and a closing sentence.	2
Using a graphic organizer, the student drafts a summary of an article that includes an opening sentence, main ideas, supporting facts, and a closing sentence.	4
Using a graphic organizer, the class cooperatively analyzes an informational passage for a beginning, a middle, and an end.	6
Using information recorded on a graphic organizer and passage information cards, the class cooperatively drafts an informational passage that explains similarities and differences. The passage has a beginning, a middle, and an end.	7
Using information recorded on a graphic organizer and passage information cards, the student drafts an informational passage that explains similarities and differences. The passage has a beginning, a middle, and an end.	9

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Content

Instructional Objective: To teach the student to write in the expository format, with focus, conciseness, details, and clarity.

Behavioral Objectives	First appears in lesson
When asked to define a summary, the class cooperatively gives the definition and includes an example.	1
Using a graphic organizer, the class cooperatively analyzes a summary of an article about the dragonfly for these components: <ul style="list-style-type: none"> • An opening sentence that uses words similar to the author’s words to introduce the topic • The most important facts • A closing sentence that tells the reader what was summarized in the paragraph 	1
Using a graphic organizer, the class cooperatively drafts a summary of an article telling about the four parts of plants and how the parts help the plant grow. The summary includes <ul style="list-style-type: none"> • An opening sentence that uses words similar to the author’s words to introduce the topic • The most important facts • A closing sentence that tells the reader what was summarized in the paragraph 	2
The class cooperatively edits a previously written summary of an article that tells about the four parts of plants and how the parts help the plant grow. The summary includes <ul style="list-style-type: none"> • An opening sentence that uses words similar to the author’s words to introduce the topic • The most important facts • A closing sentence that tells the reader what was summarized in the paragraph 	3
Using a graphic organizer, the student drafts a summary of an article about eating vegetables. The summary includes <ul style="list-style-type: none"> • An opening sentence that uses words similar to the author’s words to introduce the topic • The most important facts • A closing sentence that tells the reader what was summarized in the paragraph 	4
When presented with an article about vegetables, the student underlines the key words (most important) in each paragraph.	4

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Content (continued)

Instructional Objective: To teach the student to write in the expository format, with focus, conciseness, details, and clarity.

<p>The student edits a summary of an article about eating vegetables for these components:</p> <ul style="list-style-type: none"> • An opening sentence that uses words similar to the author’s words to introduce the topic • The most important facts • A closing sentence that tells the reader what was summarized in the paragraph 	5
<p>Using a graphic organizer, the class cooperatively analyzes an informational passage about what animals eat for these components:</p> <ul style="list-style-type: none"> • A beginning with a question to be answered and explanations of hard words • A middle with supporting details that are not redundant • A closing with a sentence that answers the question • Drawings with labels to help the reader understand the main ideas of the explanation 	6
<p>Using a graphic organizer, the class cooperatively analyzes a passage that explains similarities and differences between desert plants and rain forest plants. The passage includes</p> <ul style="list-style-type: none"> • A beginning with a question to be answered and explanations of hard words • A middle with supporting details that are not redundant • A closing with a sentence that answers the question 	7
<p>Using passage information cards, the student divides fact cards into categories.</p>	7
<p>Using a completed graphic organizer, the student uses the facts to write complete sentences.</p>	7

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Content (continued)

Instructional Objective: To teach the student to write in the expository format, with focus, conciseness, details, and clarity.

<p>Using information recorded on a graphic organizer and passage information cards, the class cooperatively drafts a passage that explains similarities and differences between desert plants and rain forest plants. The passage includes</p> <ul style="list-style-type: none"> • A beginning with a question to be answered and explanations of hard words • A middle that is not redundant with sentences explaining how things are the same and different • A closing with a sentence that answers the question • Drawings with labels to help the reader understand the main ideas of the explanation 	7
<p>The class cooperatively edits a passage that explains similarities and differences between desert plants and rain forest plants. The passage includes</p> <ul style="list-style-type: none"> • A beginning with a question to be answered and explanations of hard words • A middle that is not redundant with sentences explaining how things are the same and different • A closing with a sentence that answers the question • Drawings with labels to help the reader understand the main ideas of the explanation 	8
<p>Using a graphic organizer and passage information cards, the student drafts a passage that explains similarities and differences between a butterfly and a moth. The passage includes</p> <ul style="list-style-type: none"> • A beginning with a question to be answered and explanations of hard words • A middle that is not redundant with sentences explaining how things are the same and different • A closing with a sentence that answers the question • Drawings with labels to help the reader understand the main ideas of the explanation 	9
<p>The student works with a “writing buddy” to edit a passage that explains similarities and differences.</p>	10

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Style

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

Behavioral Objectives	First appears in lesson
When given a sentence fragment strip, the student reads the strip and identifies it as either a subject or a predicate.	1
After reading sentence fragment strips, the class cooperatively matches them to make complete sentences.	1
Using a graphic organizer, the class cooperatively analyzes a summary of an article about the dragonfly and the accompanying realistic, labeled illustration.	1
When presented with sentences or fragments, the student determines whether each item tells who or what and what happens. Then the student determines if each item is a complete sentence.	1
After matching sentence fragment strips, the student answers who or what and what happens questions about the sentences.	2
When presented with telling sentences, the student identifies the subject and the predicate.	2
When presented with a column list, the class cooperatively identifies the heading and each important word.	3
The class combines sentences by taking two or more details or two short sentences and making one sentence.	3
The class edits a previously written summary by <ul style="list-style-type: none"> • Combining sentences to help the writer make the summary brief • Eliminating redundant information • Adding realistic drawings to illustrate the points of the summary 	3
Using sentences containing lists, the student writes column lists that include a heading and items.	3
Using the Writer's Guide, the class cooperatively proofreads, publishes, and presents a summary.	3
Following the Writer's Guide, the class uses available technology to write a summary.	3
When presented with sentences containing redundant information, the class cooperatively combines the information into one sentence.	3
When presented with telling sentences, the class cooperatively changes them into asking sentences.	5

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Style (continued)

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

Working with a partner, the student edits a previously written summary to make it brief by combining sentences.	5
Working with a partner, the student edits a previously written summary to make it more interesting by varying the first words of sentences.	5
Using the Writer's Guide, the student proofreads, publishes, and presents a summary.	5
Following the Writer's Guide, the student uses available technology to write a final copy of a summary.	5
The student uses alphabetical order to find words in the dictionary of the Writer's Guide.	6
Given a list of words, the student puts them in alphabetical order based on the first letter of the word.	6
Given a list of words, the student puts them in alphabetical order based on the second letter of the word.	7
When presented with an entry word and guide words, the class cooperatively determines if the entry word is located between the guide words.	8
When presented with a list of entry words, the student writes the guide words and page number from the Writer's Guide dictionary where each entry word can be found.	8
When presented with page numbers, the student writes the guide words from the Writer's Guide dictionary for each page.	8
When presented with a sentence containing redundant information, the class restates the sentence, eliminating the redundancy.	8
The class cooperatively edits a previously written explanatory passage for redundant information.	8
Using the Writer's Guide, the class cooperatively proofreads, publishes, and presents an explanatory passage.	8
Following the Writer's Guide, the class uses available technology in writing an explanatory passage.	8

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Style (continued)

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

Using entry words in the Writer’s Guide Dictionary, the class cooperatively identifies <ul style="list-style-type: none"> • The part of speech • The first definition • The second definition • The example sentence 	9
When presented with entry words from the Writer’s Guide dictionary, the student finds the guide words, the page in the dictionary, the plural, and the definition for each entry word.	9
The student states the following information about dictionaries <ul style="list-style-type: none"> • Words in the dictionary are listed in alphabetical order • Guide words tell the first and last words on a dictionary page • Dictionary entries tell how a word is spelled, how a word is used in a sentence, other forms of a word, meanings for the word, and example sentences for a word 	10
Given a misspelled word, the student uses the Writer’s Guide Dictionary to find the correct spelling of the word.	10
When editing a passage that explains similarities and differences, the student uses the words <i>both</i> and <i>and</i> to combine sentences that tell similarities.	10
When editing a passage that explains similarities and differences, the student uses the word <i>but</i> to combine sentences that tell differences.	10
Using the Writer’s Guide, the student uses available technology to write the final copy of a passage that explains similarities and differences.	10
After writing a final copy of a passage that explains similarities and differences, the student adds a labeled drawing to make the explanations clearer.	10
Using the Writer’s Guide, the student proofreads, publishes, and presents a passage that explains similarities and differences.	10

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Mechanics

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

Behavioral Objectives	First appears in lesson
The class analyzes telling sentences for capitalization and end punctuation.	2
When cooperatively drafting a summary of an article, the class indents the first word of each paragraph.	2
When presented with telling sentences, the student uses proofreading marks to edit each sentence for capitalization and end punctuation.	2
The class cooperatively proofreads a list written in a sentence, adding a comma after each word in the list and a period at the end.	3
The class analyzes a list written in a sentence for commas between each item in the list and uses proofreading marks to edit the list.	3
When cooperatively editing a previously written summary, the class uses proofreading marks and an add-in sheet.	3
When presented with sentences containing lists, the student uses proofreading marks to edit the sentences for correct use of commas and then rewrite each sentence.	3
When presented with telling sentences, the class cooperatively edits each sentence for capitalization and end punctuation.	5
When presented with sentences containing a list, the class cooperatively inserts commas between the items correctly.	5
When presented with asking sentences, the student uses proofreading marks to edit each sentence for capitalization and end punctuation.	5
When alphabetizing contractions, the student inserts the apostrophe correctly.	7
The class cooperatively uses proofreading marks to edit a previously written explanatory passage for correct capitalization and punctuation.	8
The student uses proofreading marks to edit a previously written explanatory passage for correct capitalization and punctuation.	10
When editing a passage that explains differences using the word <i>but</i> , the student inserts a comma before <i>but</i> .	10