

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

Organization

Instructional Objective: To teach the student to write a well-organized report that clearly presents the purpose, stays on topic, and follows a logical sequence.

Behavioral Objectives	First appears in lesson
When presented with the topic community workers, the class cooperatively produces a graphic organizer showing community workers and their connections to each other.	1
When presented with a business letter requesting an interview, the class cooperatively identifies <ul style="list-style-type: none"> • The return address • The date • The name and address of the recipient • A greeting beginning with <i>Dear</i>_____: • An opening paragraph • Details including how the recipient can reply • A closing sentence thanking the recipient for considering the request • The closing • The signature 	2
The student writes a business letter requesting an interview that includes an opening paragraph that tells why the writer requests an interview; includes the place, date, and time of the interview; includes how the community worker can reply; and includes the closing and the signature.	2
When presented with a picture-study graphic organizer, the student completes it with information about the chosen community helper.	2
When presented with an envelope, the student includes an address, includes a return address, folds and inserts the letter, and seals the envelope.	2
The class cooperatively writes interview questions to be used by all students when interviewing community workers.	3
The student writes questions to prepare for an interview of a community worker.	3

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Organization (continued)

Instructional Objective: To teach the student to write a well-organized report that clearly presents the purpose, stays on topic, and follows a logical sequence.

The student works with a peer to write a plan for a report on a community worker that includes <ul style="list-style-type: none"> • A title • An introduction • Details—tasks, work site, skills/training, clothes, tools, most/least favorite things, interesting facts • A conclusion 	4
The class cooperatively completes a graphic organizer to organize the interview questions in the same order as the report.	5
The student completes a graphic organizer to organize the interview questions in the same order as the report.	5
The class cooperatively role-plays greeting the interviewee and conducts a practice interview.	5
When interviewing a community worker, the student asks questions in the order as the report plan.	6
When presented with a model thank-you letter, the class cooperatively identifies the return address, the date, the address of the recipient, the greeting, the opening sentence, the detail sentences, the ending sentence, the closing, and the signature.	7
When writing a thank-you letter, the student includes the return address, the date, the address of the recipient, the greeting, an opening sentence, detail sentences, an ending sentence, a closing, and a signature.	7
When presented with the categories <i>Services</i> and <i>Goods</i> , the class cooperatively sorts community workers into the two categories, depending on the work they do.	8
When publishing a report about a community worker, the student creates a table of contents based on the plan for the report.	10
When publishing a report about a community worker, the student numbers each page.	10
When publishing a report about a community worker, the student binds the report.	10

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Content

Instructional Objective: To teach the student to write a report with clarity, with logical, well-supported facts, and with the use of a variety of sources.

Behavioral Objectives	First appears in lesson
Using the Writer’s Guide Dictionary, the class cooperatively defines a community worker and makes a community worker web.	1
When planning a report about a community worker, the student chooses a community worker to write about and finds the name and address of that type of worker.	1
<p>The student uses a model to write a business letter that requests an interview. The business letter includes</p> <ul style="list-style-type: none"> • The return address • The date • The name and address of the recipient • A greeting that begins with <i>Dear</i>_____: • An opening paragraph that tells why the writer requests an interview • Details that include the place, date, and time of the interview • Details that include how the recipient can reply • A closing sentence that thanks the recipient for considering the request • The closing • The signature 	2
When presented with a list of words, the class cooperatively sorts them into categories.	2
Using a picture study web, the class cooperatively sorts community workers into categories by the work they do.	2
The class cooperatively generates telling sentences about community workers.	3
The class cooperatively generates asking sentences about community workers.	3
The class uses a graphic organizer to write interview questions about community workers that will elicit the most information about such topics as clothes, workplace, tools, tasks, interesting facts, skills/training, favorite things, and least favorite things.	3

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Content (continued)

Instructional Objective: To teach the student to write a report with clarity, with logical, well-supported facts, and with the use of a variety of sources.

The student uses a graphic organizer to write interview questions about community workers that will elicit the most information about such topics as clothes, workplace, tools, tasks, interesting facts, skills/training, favorite things, and least favorite things.	3
When presented with practice interview responses, the student writes one, two, or three important-key words to remember what the person said.	4
When presented with interview answers to questions, the student writes one, two, or three important key words to remember what the person said.	6
<p>When presented with a thank-you letter, the class identifies</p> <ul style="list-style-type: none"> • The return address • The date • The name and address of the recipient • A greeting that begins with <i>Dear</i>_____: • An opening sentence that thanks the person for the interview • Details that recognize the importance of the person’s work in the community and that tell something the writer learned in the interview • A closing sentence that thanks the recipient again • The closing • The signature 	7
<p>When writing a thank-you letter, the student includes</p> <ul style="list-style-type: none"> • The return address • The date • The name and address of the recipient • A greeting that begins with <i>Dear</i>_____: • An opening sentence that thanks the person for the interview • Details that recognize the importance of the person’s work in the community and that tell something the writer learned in the interview • A closing sentence that thanks the recipient again • The closing • The signature 	7

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Content (continued)

Instructional Objective: To teach the student to write a report with clarity, with logical, well-supported facts, and with the use of a variety of sources.

When drafting a report about community workers, the student includes an introduction that tells the main idea and gives supporting details that state what will be in the report.	7
When writing a report about a community worker, the student writes a title for the report as well as each part of the report.	7
When drafting a report about community workers, the student includes paragraphs that have a main idea, supporting details, and a closing that restates the main idea. The paragraphs include <ul style="list-style-type: none"> • Tasks the community worker does • The workplace • Skills and training • Clothes • Tools • Favorite things • Least favorite things • Interesting facts 	8
The student includes a concluding paragraph in a report about community workers that gives final thoughts about the topic.	9
When writing a report about a community worker, the student includes a reference page that cites sources used in the report.	9
The student publishes a report about a community worker that includes a variety of reference sources and information gleaned from an interview of the community worker.	10

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Style

Instructional Objective: To teach the student to write a report that uses a variety of literary and textual conventions.

Behavioral Objectives	First appears in lesson
The class cooperatively states words that tell “who” (name a person, a place, or a thing).	1
The class cooperatively differentiates words that tell “who”, “what”, or “what happens.”	1
The class cooperatively matches subjects with predicates to create complete sentences.	1
The class cooperatively uses the Writer’s Guide Dictionary to find a word and identify the plural of that word, and reads an example sentence with the word.	1
The class cooperatively uses words found in the Writer’s Guide Dictionary to make a word web that they will use to write a report.	1
The student writes frequently used words in the Word Bank.	1
The student identifies subjects and predicates and then differentiates complete sentences from fragments.	1
The class cooperatively matches sentence fragments to make complete sentences and then identifies each as a telling sentence.	2
The student writes a source card for each picture used in the picture study web.	2
After a review of telling sentences, the class cooperatively creates their own telling sentences about community workers.	3
Given model statements about community workers, the class cooperatively rewrites each statement as an asking sentence.	3
Using key words from an interview, the class cooperatively writes complete sentences that answer interview questions.	6
Using key words from an interview, the student writes complete sentences that answer interview questions.	6
Given a list of key words, the student writes sentences that use the words to tell important facts.	6

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Style (continued)

Instructional Objective: To teach the student to write a report that uses a variety of literary and textual conventions.

When writing a thank-you letter, the student uses an “I hope” sentence about sharing the report.	7
When drafting a report, the student makes it more interesting by inserting pictures to illustrate the work of the community worker.	8
When editing a report, the student makes it more interesting by varying the first word of each sentence in each paragraph.	8
Using the Writer’s Guide, the student proofreads a report.	8
The student uses available technology to write a final copy of the report.	8
When editing a report, the student makes a reference page that tells the source of the information.	9
When publishing a report, the student makes an eye-catching cover that will make people want to read the report. The cover includes the title, the author, and an illustration.	10

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Mechanics

Instructional Objective: To teach the student to use proper grammar, spelling, capitalization, and punctuation in report writing.

Behavioral Objectives	First appears in lesson
The class cooperatively uses alphabetical order and guide words to find words and their definitions in the Writer's Guide Dictionary.	1
Given telling sentences, the class cooperatively identifies the capital letter at the beginning and the period at the end of each sentence.	2
The student uses proofreading marks to edit telling sentences for capitalization and punctuation. Then the student rewrites them.	2
The student uses proofreading marks to edit a previously written business letter for capitalization and punctuation.	2
The class cooperatively edits previously created telling sentences for capitalization and end punctuation.	3
The class cooperatively rewrites telling sentences as asking sentences and then edits each sentence for capitalization and end punctuation.	3
The student uses proofreading marks to edit asking sentences for capitalization and end punctuation.	3
When drafting a report, the student leaves a margin down the left-hand side of the paper.	4
When drafting a report, the student centers the title for each part of the report.	7
When drafting a report, the student indents the first word of each paragraph.	7
The student uses proofreading marks to edit a report for capitalization, punctuation, and spelling.	8
When drafting a report, the student uses a Word Bank to check spelling of words.	8
The student edits a previously written report for <ul style="list-style-type: none"> • Capital letters at the beginning of each sentence • Correct end punctuation • Correct punctuation within each sentence • Capitalization of names • Capitalization of the word <i>I</i> • Correct spelling • Complete sentences 	8