

High-Performance Writing: A Structured Approach
Intermediate Descriptive Writing
Behavioral Objectives

Organization

Instructional Objective: To teach the student to write a well-organized descriptive composition with a clearly defined beginning, middle, and end.

Behavioral Objectives	First appears in lesson
Using a graphic organizer, the class cooperatively analyzes a descriptive paragraph for an opening sentence and a closing sentence.	1
Using a graphic organizer, the class cooperatively writes a descriptive paragraph about an adventure in space that includes an opening sentence, detail sentences, and a closing sentence.	2
Using a graphic organizer, the student writes a descriptive paragraph about a favorite meal that includes an opening sentence, supporting details, and a closing sentence.	3
Using a graphic organizer, the class analyzes a descriptive passage for the type of spatial order used, for an opening sentence, for details, and for a closing sentence.	5
When presented with sentences, the student selects a good opening sentence, numbers the rest of the sentences in correct spatial order, and identifies the correct closing sentence. Then the student writes the resulting paragraph in spatial order from bottom to top.	5
Using a graphic organizer, the class cooperatively writes a passage using near-to-far spatial order to describe the area around the school.	6
Using a graphic organizer, the student writes a passage that uses spatial order to describe the classroom. The passage includes an opening sentence, supporting details, and a closing sentence.	7
The class cooperatively analyzes a personal response to a poem for a good first sentence, supporting details, and a closing recommendation.	9
Using a planning sheet, the student writes a personal response to a poem, which includes <ul style="list-style-type: none"> • An opening sentence • An opinion statement • Supporting detail sentences • Examples of similes, alliteration, and rhyme • A closing sentence 	10
The student writes a paragraph that describes a trip to a local grocery store. The passage includes an opening sentence, supporting details, and a closing sentence.	10

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Content

Instructional Objective: To teach the student to write in the descriptive format, using the five senses, using spatial order, and including details.

Behavioral Objectives	First appears in lesson
The class cooperatively writes a paragraph that describes an adventure in space.	2
The student writes a paragraph using the five senses that describes a favorite meal.	3
The class cooperatively writes a passage that uses near-to-far spatial order to describe the area around the school.	6
The student writes a passage that uses directional spatial order to describe what can be seen, heard, smelled, felt, and tasted within the classroom.	7
The student writes a personal response to a poem that includes descriptions using each of the five senses and details to support opinions.	10
The student writes a paragraph that describes a trip to the local grocery store. The paragraph includes descriptions of the different things that can be seen, smelled, tasted, touched, and heard.	10

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Style

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

Behavioral Objectives	First appears in lesson	
Using a graphic organizer, the class cooperatively analyzes a descriptive paragraph for descriptive words that use the five senses.	1	
When presented with a noun, the class cooperatively gives at least one adjective to describe that noun.	2	
When writing a descriptive paragraph, the class cooperatively uses figurative language to make the paragraph more interesting.	Similes	2
	Onomatopoeia	2
	Alliteration	2
When writing a descriptive paragraph, the class cooperatively adds adjectives to make the paragraph more interesting.	2	
After writing a descriptive paragraph, the class cooperatively varies the first words of sentences to make the paragraph more interesting.	2	
When presented with a descriptive paragraph, the student underlines each noun, circles each adjective, and draws a line from each adjective to the noun it describes.	2	
When presented with a descriptive paragraph with missing adjectives, the student inserts adjectives to make the paragraph more interesting.	2	
When presented with a noun, the students work together, using the dictionary and any other material available, to write as many adjectives as possible to describe the noun.	3	
When presented with sentences, the class cooperatively identifies the verb in the sentence.	4	
When presented with verbs, the class cooperatively gives at least one adverb to describe that verb.	4	
The student edits a previously-written paragraph, adding adverbs to make the paragraph more interesting.	4	
When presented with a descriptive paragraph, the student draws two lines under each verb, draws a box around each adverb, and draws an arrow from each adverb to the verb it modifies.	4	
When presented with descriptive sentences with missing adverbs, the student inserts adverbs to make the sentences more interesting.	4	

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Style (continued)

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

When presented with adjectives, the students work cooperatively to change the adjectives to the comparative or superlative form.	5
When presented with sentences containing choices of comparative or superlative adjectives, the student circles the appropriate word.	5
When presented with sentences containing general nouns, the class replaces the general nouns with more specific nouns.	6
After writing a descriptive passage using spatial order, the class cooperatively adds transition words to make the passage easier to follow.	6
After writing a descriptive passage using spatial order, the class cooperatively adds specific vocabulary to replace general vocabulary to make the passage more interesting.	6
When presented with sentences containing general vocabulary words, the student selects a word that is more specific and rewrites the sentence with the new word.	6
When presented with a descriptive paragraph with missing transition words, the student inserts transition words to make the paragraph easier to follow.	6
When presented with sentences containing general verbs, the class cooperatively replaces the general verbs with more specific verbs.	7
When presented with sentences where the simile is incomplete, the student completes each sentence with appropriate words.	7
When presented with sentences containing general verbs, the student replaces the general verbs with more specific verbs.	7
When presented with sentences containing general adjectives, the class cooperatively replaces the general adjectives with more specific adjectives.	8
When presented with sentences containing general adjectives, the student replaces the general adjectives with more specific adjectives.	8
When presented with incomplete sentences, the student uses onomatopoeia to complete each sentence.	8
When presented with incomplete sentences, the student uses alliteration to complete each sentence.	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 descriptive composition.

After being presented with examples of rhyming words, the class reads a poem, cooperatively finding examples of rhyming words at the ends of lines.	9
When presented with a list of words, the student writes a rhyming word for each word in the list.	9
After writing a personal response to a poem, the student adds specific examples, using comparative and superlative forms of vocabulary, to make the response more interesting.	10
When presented with a list of words, the student writes the comparative form of each word.	10
When presented with a sentence with underlined general words, the student replaces the underlined words with more specific words and then rewrites the sentence.	10

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Mechanics

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

Behavioral Objectives	First appears in lesson
When presented with word cards containing parts of sentences, the student arranges the cards to form a complete sentence.	1
When presented with items, some of which are complete sentences and some of which aren't complete sentences, the student circles <i>C</i> if the item is a complete sentence and <i>NC</i> if the item isn't a complete sentence.	1
When presented with sentence parts, the student changes each part into a complete sentence, remembering to use a capital letter at the beginning and an end mark at the end.	1
After writing a descriptive paragraph, the class cooperatively uses proofreading marks to edit the paragraph.	2
When using onomatopoeia, the class cooperatively inserts quotation marks when the sound written is not a real word.	2
When writing a descriptive paragraph, the student indents the first word of each new paragraph.	3
The student edits a previously written paragraph to make it more interesting.	4
The student edits a previously written paragraph for use of <ul style="list-style-type: none"> • Capitalization • Punctuation • Transition words • Detail sentences • Figurative language • Specific vocabulary • Adjectives • Adverbs 	4
When presented with declarative, interrogative, and exclamatory sentences, the class cooperatively identifies the type of sentence.	9
When writing a personal response, the student writes in the first person using the word <i>I</i> .	10
When presented with declarative, interrogative, and exclamatory sentences, the student identifies the type of sentence.	9
When presented with declarative, interrogative, and exclamatory sentences, the student chooses the correct end mark.	10