
INTRODUCTION

WHAT ARE LEARNING STRATEGIES?

In almost every educational setting there are some students who are low achievers. The causes of low achievement are quite varied, but in many instances students perform poorly because they have not learned "how to learn." Recent research has shown that students can be taught "how to learn" by teaching them learning strategies. A *learning strategy* is an individual's approach to a learning task. It includes how a person thinks and acts when planning, executing, and evaluating performance on the task and its outcomes. Learning strategy instruction focuses on both how to learn and how to effectively use what has been learned.

As students progress through the educational system, the curriculum places increasing demands on them for acquiring and memorizing large amounts of information and for demonstrating their knowledge and command of this information. The *Learning Strategies Curriculum* has been designed to enable students to cope effectively with such curricular demands and to generalize their use of new skills to a variety of settings including general education classes and home and employment settings. The overriding goal associated with the *Learning Strategies Curriculum* is to enable students to learn skills and content and to perform academic tasks independently.

The *Learning Strategies Curriculum* (see Figure 1 on p. 2) consists of three instructional strands: the Acquisition Strand, the Storage Strand, and the Expression and Demonstration of Competence Strand. Each strand includes several task-specific learning strategies that have been designed to improve a student's ability to cope with specific curriculum demands. The strategies in the Acquisition Strand enable students to gain information from written materials (e.g., textbooks, novels, technical manuals). The Storage Strand strategies are designed to enable students to organize, store, and retrieve information. Finally, the Expression and Demonstration of Competence Strand includes strategies that enable students to complete assignments, to effectively express themselves in writing, and to take tests.

The Expression Strand will now be described in more detail because the strategy on which this Instructor's Manual focuses, the *Sentence Writing Strategy*, is a member of that strand.

THE EXPRESSION STRAND

The Expression Strand consists of six strategies. Briefly, the *Sentence Writing Strategy* is designed to enable students to write four kinds of sentences: Simple, Compound, Complex, and Compound-Complex. The *Paragraph Writing Strategy* enables students to write well-organized paragraphs. The *Error Monitoring Strategy* is used by students to systematically detect and correct mistakes in written products. A fourth strategy, the *Theme Writing Strategy*, is designed to enable students to compose themes or essays of at least five paragraphs in length. The *Assignment Completion Strategy* helps students organize and manage their time so that they are able to complete homework assignments. Finally, by using the *Test-Taking Strategy*, students apply effective test-taking procedures so that they can improve their performance on classroom tests.

Sequencing Instruction within the Expression Strand

Teachers often ask how to organize instruction in the Expression Strand. The most frequent of their questions are addressed in the following sections.

1. Which strategy should be taught first? Initially, the strategy chosen for instruction should help the student meet a pressing curriculum demand. If students see the strategy as a tool that makes them successful in educational settings, obtaining their sustained commitment will be easier. Thus, having a good understanding of the demands that are leading to students' learning difficulties is very important. This general rule is particularly true for the *Assignment Completion* and *Test-Taking Strategies*. If a student is failing because she is not completing homework assignments, the *Assignment Completion Strategy* might be the most important strategy to teach first. On the other hand, if the student is failing because of low grades on tests, the *Test-Taking Strategy* might be taught first.

In the case of the four writing strategies, they should be taught in the order in which they appear in Figure 1. That is, the *Sentence Writing Strategy* is to be taught first unless the student has already mastered writing Simple,

Compound, Complex, and Compound-Complex Sentences. This strategy is foundational for the other three writing strategies. Indeed, even though the most pressing writing demand for a student is writing paragraphs, instruction in the *Paragraph Writing Strategy* is unlikely to be successful until the student has learned to write at least simple and compound sentences.

2. Where should a student begin instruction in the Sentence Writing Strategy?

Two options are currently available. If students need a thorough grounding in basic concepts and terms (e.g., subject, verb, infinitive, preposition), the instructional methods described in this Instructor's Manual are most appropriate. The instruction can either be used as a developmental writing curriculum or as a very fast "bring-them-up-to-speed" set of lessons. If students have a basic understanding of these concepts, they might begin with the instruction described in *Proficiency in the Sentence Writing Strategy* (Schumaker & Sheldon, 1985). Here, students learn more advanced sentence writing skills including how to write Compound, Complex, and Compound-Complex Sentences.

3. How many strategies in this strand need to be taught to improve student performance?

The answer to this question depends on the student. For some students, instruction in one or two strategies has been sufficient to impact their success in school. For example, some secondary students can receive their first learning strategy instruction in the *Test-Taking Strategy*, master

the strategy immediately, and, as a result, improve their grades in content-area courses. For others, however, instruction in several strategies is required to bring about significant results. For example, some students need to learn some of the strategies in the Storage Strand (e.g., the *FIRST-Letter Mnemonic Strategy*, the *Vocabulary Learning Strategy*, or the *Paired Associates Strategy*) as well as the *Test-Taking Strategy* before their grades improve on unit tests. Similarly, secondary students frequently see improvement in their grades on written compositions only after they have learned at least three or four writing strategies.

Consequently, many teachers have systematically presented all the strategies in the Expression Strand over a 3- to 6-year period. The *Sentence Writing Strategy* can be taught beginning in the elementary grades. Both the *Paragraph Writing* and the *Error Monitoring Strategy* can be taught in the late elementary and junior-high grades. The *Theme Writing Strategy* may be taught in the junior-high and senior-high grades. A powerful cumulative effect has resulted from such systematic instruction since the combination of several mastered strategies can yield important changes in school performance for low-achieving students. Another advantage of sequencing instruction over several years is that it reduces the pressure on both students and teachers of having to fit all the instruction into a short period of time.

4. What kind of results can I expect?

The *Learning Strategies Curriculum* has undergone a great deal of field testing to validate the efficacy of this instructional approach (Schumaker & Deshler, 1992). Since 1979, the instructional procedures for

Figure 1

LEARNING STRATEGIES CURRICULUM

<u>ACQUISITION</u>	<u>STORAGE</u>	<u>EXPRESSION AND DEMONSTRATION OF COMPETENCE</u>
Word Identification	First-Letter Mnemonic	Sentences
Visual Imagery	Paired Associates	Paragraphs
Self-questioning	LINCS Vocabulary Learning	Error Monitoring
Paraphrasing	Listening and Notetaking	Themes
Interpreting Visual Aids		Assignment Completion
Multipass		Test Taking

the Expression Strand Strategies have been tested in a host of different settings and with different kinds of students by staff members of the University of Kansas Center for Research on Learning (KU-CRL)* and associated school district personnel.

The results of these field tests have indicated that when the strategies are taught according to the procedures outlined in the Instructor's Manuals, significant gains are realized both in cognitive and in overt behaviors associated directly with the strategy (e.g., sentence writing) and in general writing competencies (e.g., writing achievement scores). The use of learning strategies by low achievers enables them to perform at levels that are competitive with their normally achieving peers. Students who have learned the strategies who have previously been restricted to self-contained classrooms or "special" courses are able to succeed independently in regular classes. Students who previously were prime candidates for dropping out of school are earning well-deserved high school diplomas, and some of them have gone on to succeed in community college and university settings.

Research has shown that students who receive instruction in the *Sentence Writing Strategy* consistently produce written products that contain 100% complete sentences and at least 40% complicated sentences (i.e., either compound, complex, or compound-complex sentences). In addition, their written products include more words, more sentences, and a greater variety of sentences than those of low achievers who have not received strategy training. These results were realized when the instructional steps outlined in this Instructor's Manual were adhered to carefully. Finally, experience indicates that student performance markedly increases when additional strategies are taught to supplement previously learned strategies.

The Sentence Writing Strategy

The *Sentence Writing Strategy* is used by students to write four types of sentences: Simple, Compound, Complex, and Compound-Complex Sentences. The instructions in this manual can be used to teach students to write four types of Simple Sentences. Once they have mastered Simple Sentences, they can proceed to the advanced program (*Proficiency in the Sentence Writing Strategy*) where they will learn how to write 10 variations related to the other three types of sentences. After students learn to write all 14 variations, they will be prepared to respond to many of the complex writing demands in secondary and postsecondary schools.

* Research reports and monographs are available from the KU-CRL on the validation research conducted on the *Learning Strategies Curriculum*. Write to 3061 Dole Center, University of Kansas, Lawrence, KS 66045, for information on the available literature.

The instructional methods associated with the *Sentence Writing Strategy* were designed for teaching students who have difficulty with learning the basic principles associated with sentence construction and written expression. Thus, through these methods, students learn a set of steps and key formulas that help them recognize and write different types of sentences. Instruction in this strategy is systematically sequenced so that students who have difficulty learning have ample opportunity to practice identifying and writing different types of sentences. Instruction in the *Sentence Writing Strategy* has been designed from a remedial perspective. Thus, it does not cover every sentence variation or all the grammatical terms that might be covered in a developmental language course.

HOW TO TEACH THE SENTENCE WRITING STRATEGY

In order for a learning strategy, like the *Sentence Writing Strategy*, to serve a student well, it must be learned to an automatic level. Just as we use repetition to teach the beginning reader to master basic sound-symbol relationships, we teach the student to master task-specific learning strategies through much structured practice. The principles outlined in this section have been found to be critical for ensuring instructional success with the *Sentence Writing Strategy*. We strongly urge you to carefully read (and reread) this section. If your students are not making anticipated progress, review this section again, and evaluate your instructional practices in light of the principles outlined here.

Critical Instructional Procedures

Research has shown that 98% of all the low-achieving students who have been taught learning strategies have mastered them if certain instructional procedures are used (Ellis, Deshler, Lenz, Schumaker, & Clark, 1991). This Instructor's Manual has been organized in lessons (Lesson 1, Lesson 2, etc.). For the most part, each lesson contains the following instructional methods.

The Describe Stage. The Describe Stage in each lesson is designed to provide information about new concepts associated with writing and how those concepts are related to writing sentences. Additionally, it is designed to provide information about the steps of the *Sentence Writing Strategy* and how to use them.

The Model Stage. Most of us understand and learn something better if we can see it performed

rather than just hear a description of what to do; that is, we learn skills best through the process of imitation. In the Model Stage, you are to demonstrate all the *Sentence Writing Strategy* steps while “thinking aloud” so the students can witness all the cognitive processes as well as the overt behaviors involved in performing the strategy. Each aspect of the strategy and the cognitive processes involved in performing it must be presented clearly and explicitly. Students should be encouraged to ask questions to ensure that they understand your demonstration.

The Verbal Practice Stage. Before students are asked to actually use the strategy, they must understand the processes involved in applying the new strategy. They must also be prepared to effectively use self-instruction while performing the strategy. Thus, they must learn to explain and name the strategy steps at an automatic level.

Therefore, during each lesson, students are asked to verbally elaborate on the cognitive processes and definitions and to verbally rehearse the steps of the strategy in sequence. Sometimes this verbal practice occurs in the middle of the lesson. Most often, however, it occurs at the beginning of each lesson.

These verbal practice/review activities are designed to facilitate self-instruction and independence when the students perform the strategy in the future. These activities can very effectively and quickly be carried out with a group of students by using a “rapid fire” exercise. To use this method, point to each student in the group in succession and require the contribution of an answer, a definition, or the next step of the strategy. If a particular student does not appear to be learning to answer your questions as well as the other students, spend additional time with her individually until she can explain the concepts involved and name the steps in order at a mastery level.

The Guided Practice Stage. Students often do not know how to proceed when they are asked to practice new skills. Thus, each lesson contains a practice activity where students are asked to work together and with you to complete a *Learning Sheet* (see the *Learning Sheets* contained in the Student Materials Volume associated with this Instructor’s Manual). During this practice activity, students are asked to specify what needs to be done next. They are also asked to complete each step of the writing process. This can be done through the use of a chalkboard or an overhead projector.

The Controlled Practice and Feedback Stage. As soon as students demonstrate that they understand how to proceed, they can begin to practice independently the skills related to writing a particular type of sentence on a new *Learning Sheet*. The major purpose of this stage is to give students ample opportunity to practice using the new strategy to write new kinds of sentences in situations that are largely devoid of

many of the demands associated with their content-area classes. By practicing the strategy under controlled conditions, students can build their confidence and fluency in performing the strategy steps.

For the most part, students will complete two types of *Learning Sheets*. In the first type, they will have to find and identify elements of written sentences. In the second type, they will be writing their own sentences. Students will be required to reach mastery in the first type before moving on to the second type. That is, if they do not reach mastery, they will have to keep practicing until they do.

To help them reach mastery quickly, provide individual feedback. Such feedback is perhaps the most important instructional element of the entire teaching process because it provides students the individually tailored instruction that enables them to reach mastery. Research has shown that students make the greatest gains when they receive elaborated and well-timed feedback that contains all the elements described in this Instructor’s Manual (see p. 5). Without such feedback, low-achieving students often practice incorrect responses, thus delaying their mastery of the targeted strategy.

Other Instructional Issues

During the field testing of this program, a number of questions arose related to the most effective way of delivering the special kinds of instruction required. Some of the more frequently asked questions are presented below.

How important is following the instructions in this manual? In compiling this Instructor’s Manual, the procedures to be used in teaching the basic concepts related to the *Sentence Writing Strategy* have been covered as completely as possible. Teachers who have field tested the strategy manuals have indicated that following the instructions as they are presented is critical if student learning is to occur. They have stated that “picking and choosing” the information they want to present and not referring frequently to the instructions have resulted in student confusion and poor student performance. Research has shown that students rarely master the critical skills under such conditions.

Each of the lessons provided here is based on sound learning theory and empirical research. Low achievers need the instructional sequences and conditions specified in this manual if they are to be expected to learn.

In what setting is the *Sentence Writing Strategy* best taught? For the most part, the instruction described in this Instructor’s Manual can be implemented in a variety of instructional settings. It was initially designed for small groups of students (approximately 3-6). Students seem to benefit from observing other students’ responses while learning the strategies. Small-group instruction also allows

the instructor ample opportunity to provide individual feedback to students on a regular basis.

This does not mean that the *Sentence Writing Strategy* cannot be taught to individuals (in a one-to-one format) or to larger groups of students. Indeed, some teachers have taught the *Sentence Writing Strategy* successfully to as many as 30 students at one time by introducing the strategy to the whole group and then having some students practice the new strategy or previously taught strategies independently or in pairs, while they provide feedback and additional instruction to other students. With groups of this size, the teacher will probably need the assistance of an aide for grading student work and providing feedback to students. Some teachers have designed a Feedback Form through which written feedback can be provided to each student after each practice attempt. They then require students to review the Feedback Form and, if necessary, obtain help from a peer or the teacher before the next practice attempt.

What should I do if I want to collect a measure of student progress?

If you need a measure of student progress, administer the pretest found in the Instructor's Manual for *Proficiency in the Sentence Writing Strategy* (pp. 13-16) and use the Evaluation Guidelines and Score Sheet in that volume (pp. 129-141, & 166) to obtain a measure of students' writing skills.

How much should I try to involve the student in the instructional process?

A great deal! Remember, an overriding instructional goal of learning strategy instruction is to have students become active and independent learners and performers. This goal is best accomplished by deliberately involving students throughout the instructional process by adhering to the following "Three-Statement Rule": **"The teacher will make no more than three statements without having a student make a response."** The student response can be either oral (i.e., answering a question) or written (i.e., taking notes). You will notice that questions appear throughout the scripts in this Instructor's Manual that can be asked to students to ensure their oral involvement. Additionally, prompts are included for ensuring that students take notes.

Student involvement is essential throughout the instructional process in order to obtain the students' vested interest as well as to accomplish the overall instructional goal of making them active participants in the learning process. Emphasis has been placed on active academic responding because it has been found to be correlated with academic achievement. That is, if students are academically active, they will make more academic achievement gains than if they are passive. Thus, the instructional emphasis is on making students academically active (e.g., by having them speak, read, or write) all the time they are in a learning strategy class.

In addition to ensuring that your students remain academically active in the learning process, make sure that the majority of your instructional activities are consistent with the overall goal of making your students independent learners. For example, if a student asks for an answer to a question, ask the student a probing question that causes her to arrive at the answer somewhat independently rather than simply giving her the correct answer. In this manner, you can make the student more active and independent in the learning process, consistent with our overall instructional goal. By simply giving the student the answer, you can make her more dependent upon you. For another example, structure your learning setting so that students can access materials and begin work independently. In addition, try to think of ways in which, through your actions and words, you can communicate to students that they are capable of being independent learners.

This Instructor's Manual seems to provide everything for teaching the student. What does the teacher provide?

The teacher is often described as the *mediator* between instructional materials and students. This portrayal fits instruction in learning strategies. This Instructor's Manual might be thought of as the technology (instructional materials) for teaching initial skills associated with the *Sentence Writing Strategy*. The success you achieve in using this technology will, in large measure, be a function of two factors.

First, it depends on how carefully you follow the outlined procedures (e.g., by giving appropriate feedback and ensuring that students reach mastery). Your skills as a teacher who can pinpoint a student's problems on each *Learning Sheet* and who can get a student to change her behavior will play a major role in each student's learning process. Second, the success of the learning process also relies on how much excitement and commitment you bring to the teaching process! In short, your mindset and enthusiasm for how much students can improve their writing can greatly enhance the instructional process.

What factors make for "good" feedback?

The following four characteristics are critical in providing adequate feedback. First, feedback should be *positive*. That is, you need to point out to students at least three aspects of their performance on a *Learning Sheet* that are appropriate. This will both encourage the students and make them aware of behaviors that should be continued. Second, feedback should be *corrective*. That is, students should be made aware of the specific aspects of their performance that are incorrect. The more specific your feedback is, the more quickly a student's performance will improve. To help a student learn quickly, (a) categorize the types of errors he is making, (b) specify those categories of errors to the student, (c) help the student create mini-strategies for avoiding those

errors in the future, (d) demonstrate how to perform those mini-strategies, (e) have the student show you how he performs the mini-strategy on at least one example, (f) provide feedback until the student performs the mini-strategy correctly, and (g) prompt the student to write goals for future practice attempts.

Third, feedback should be given *individually*. Experience has shown that feedback given to groups of students has relatively little impact on changing a given student's performance. Fourth, feedback should be given as soon as possible *after* one performance of a strategy and should be reviewed immediately *before* the next. The timing of feedback is important; it should fall as close to a student's response as possible. Most instructors are aware of the importance of giving feedback after a student completes work, but we often forget how important feedback right before a student makes the next response can be. This is particularly important for low-achieving students because they should not continue to practice their incorrect habits. Thus, a simple reminder before students begin their work can be helpful by making them aware of responses to avoid. Again, in the interest of promoting independence, ask **them** to specify how they are going to try to improve immediately before each practice attempt.

How important is "mastery" performance? Mastery is *critical* at each point in the learning process!! Students will be unable to generalize a given learning strategy (our major instructional goal) until they can proficiently perform the strategy at the specified mastery levels. Specifically, two dimensions embody mastery performance: correct performance of a given strategy and fluent use of the strategy. After the strategy steps have been thoroughly learned in the correct order, the instructional emphasis must shift to increasing the speed with which students use the strategy. Older students are required to deal with large amounts of information quickly. If a learning strategy is to serve students well, mastery performance must be required both in terms of correctness and fluency.

What do I do if a student "bogs down" when learning the Sentence Writing Strategy? This question is difficult to answer because many factors may account for a student's poor progress in learning a given strategy. The following are key checkpoints and possible solutions. First, a student may have begun instruction on a strategy that is too difficult at this point. That is, the student may lack some critical prerequisite skills for the strategy. For example, if a student is having difficulty forming letters and writing words, she may have difficulty completing the *Learning Sheets* that require student writing. Thus, the student might need instruction in letter formation first.

Second, students sometimes "bog down" because they need special individual feedback about their work. Take time to sit next to the student while he is completing a

Learning Sheet. Ask the student to think aloud so you can hear her thought processes as she works. Provide elaborated feedback on those elements of the strategy that the student is omitting or performing incorrectly. Third, sometimes students lose sight of the benefits of mastering a given strategy. Thus, you may have to periodically restate some rationales about how the use of the strategy can help them and what performance levels they can expect to achieve after mastering the strategy. Your enthusiasm and credibility will also help to re-excite the students.

How do I keep all students together in the group, or should I even try? Clearly, students learn at different rates. Some will require more practice and feedback than others to reach mastery. You can allow for these different learning rates through a variety of means as you progress through the instruction. If possible, schedule students for instruction in small groups of students who learn at about the same pace. If this is not possible and you must teach heterogeneous groups, plan a writing activity (or a series of writing activities) for those students who have met mastery on a given lesson while waiting for other students to reach mastery on that lesson. (For the most part, you will want the whole group to progress together from lesson to lesson.) The activity you plan should be one where students can apply their recently mastered skills. For example, give each student a picture cut from a magazine and ask them to use the sentence type they just learned to write five sentences about the picture. Alternatively, ask them to write the kind of sentence they just learned on an assignment they need to complete.

Students who are learning quickly should never be required to do more of the same type of Learning Sheet that they already mastered. This is one sure way to kill motivation to learn and to perform at mastery. If you prefer, quick learners can be taught to be effective peer tutors. Such an arrangement not only provides the necessary practice for the tutee, but also allows the tutor to review the strategy and learn the new skills at a deep level of understanding.

How do I ensure that students generalize the skills they learn? Since the instruction included in this Instructor's Manual is meant to be an introduction to the *Sentence Writing Strategy* and to provide students with a foundation for learning the more advanced types of sentences (i.e., Compound, Complex, and Compound-Complex), generalization activities have not been included here. Nevertheless, you can ensure that your students use the skills they learn by asking them to do so. For example, you can give them in-class writing assignments and homework assignments in which they are required to include certain types of sentences. You can ask their other teachers to give them writing assignments and to prompt them to use the *Sentence Writing Strategy* as they complete the assignments.

MANAGING INSTRUCTION

Effective learning strategy instruction is contingent upon a well-organized instructional setting and a clear idea of how to manage the instructional process. Some helpful ideas are presented below.

Decide Who Needs Learning Strategy Instruction

Every student in your classroom should not automatically receive learning strategy instruction. Consequently, each student's needs should be carefully considered before a decision is made to initiate instruction. The instruction in this Instructor's Manual has been designed for students who can form letters and words with pencil and paper, with a computer, or with some other technology. Students who do not meet these basic criteria usually encounter a high level of frustration when trying to learn the strategy. In such cases, instruction in prerequisite skills may be the best course of action.

Set Your Own Goals

Instructors should set goals regarding how much to accomplish with each student within a specified period of time. Without such clearly defined goals, many teachers tend to fall a little behind schedule each week, resulting in significant slippage by the end of a semester. Use your limited instructional time well so that you can address the large number of deficiencies many low-achieving students exhibit. Well-defined and ambitious goals will increase the intensity of your instruction as well as the overall progress of your students.

Throughout this manual, time estimates have been included for the lessons. These are averages for instructors who are proficient in teaching the strategy. Each lesson can take one or more class periods, depending on how quickly students are reaching mastery. Their rate of reaching mastery will depend on the teacher's ability to give good feedback.

A note of caution is in order here. Experience has repeatedly shown that instructors usually take *twice* as long to help their students achieve mastery the first time they teach a strategy compared to the second time. As you become familiar with the stages of instruction, the instructional materials, and the best ways to give effective feedback to students, your teaching efficiency will increase markedly. Therefore, the first time you teach the *Sentence Writing Strategy*, do not become discouraged if your students are not learning as quickly as the estimates in this Instructor's Manual indicate they should be. Review the process for giving elaborated feedback to students, and continually strive to use that process. If you use it well, students should reach mastery within two practice attempts on each set of *Learning Sheets*.

Getting Organized!

The investment of an hour or so before you begin instruction in the *Sentence Writing Strategy* to set up student folders and make copies of needed materials will make delivery of the instructional content much easier for you. We recommend that you set up a manila folder (or three-ring notebook) for each student, labeled with the name of the student and the name of the strategy. A sufficient number of *Progress Charts* (pp. 108-111 in Appendix A) should be copied so that one is available for each student receiving instruction. A *Progress Chart* should be attached to the inside front cover (left side) of each student folder.

Some teachers have provided organizational dividers for students to use in their folders. Using dividers helps students learn the skill of storing their products in an orderly fashion, and it helps you find their products and other stored materials quickly. If you choose to provide organizational dividers, the tabs you might use are: Notes, Cue Cards, and Learning Sheets.

Once you have prepared and gathered the materials as indicated in the remainder of this manual, structure the learning setting such that students have independent access to them. That is, put the student folders in a place the students can access as they enter the learning setting. They should be able to quickly look at feedback from their previous performance on a *Learning Sheet*, read their assignments for the day, gather the necessary *Learning Sheets*, and get started within 2-3 minutes. This kind of arrangement fosters student independence and eliminates the time usually wasted while students wait for attendance to be taken and instructions to be given. Such time is better spent in active academic responding. Thus, spend some time now to think about how you can best capitalize on the time students spend with you, and organize your learning setting accordingly.

WHAT THIS MANUAL INCLUDES

You will note that this manual is divided into two sections: Instructional Methods and Instructional Materials (Appendix A). These methods and materials are to be used for teaching students to use the *Sentence Writing Strategy* to write Simple Sentences. Another manual (*Proficiency in the Sentence Writing Strategy*) is to be used to teach students to write Compound, Complex, and Compound-Complex Sentences.

Instructional Methods

The Instructional Methods section is organized into lessons. Each lesson can be taught in one day or across several days, depending on the instructional time available. To assist you in teaching each lesson most effectively, its contents have been organized as follows.

What your goal is. This part tells you what you are to accomplish during the lesson.

What you need. This section lists everything you will need to teach the lesson. Do not be intimidated by some of the long lists! We expressly over-included to ensure that you would not be caught short during instruction.

How to prepare. This section lists the steps you can follow to become prepared for class. You need to be well-prepared so that you can focus on the students and not on the words in your manual while you are teaching. Since a lively instructional pace and continuous student involvement are critical, advanced preparation is definitely required.

How much time to allow. This part will help you plan how much you can accomplish during the available instructional time. Most activities have been planned to fit into a 50-minute or one-hour class period. These time designations are merely estimates, however. Remember, if this is the first time you have taught this strategy, allow more time than the estimates in this section.

What to do. This section contains detailed instructions for the lesson. Most teachers like to have the Instructor's Manual open to this section and in front of them as they provide the instruction. The boldfaced headings should serve as your cues. After becoming familiar with a given section, you will merely need to glance at the boldfaced cues to know what to do or say. If necessary, you can glance down at the text every now and then to cue yourself about what questions to ask or what to do next. The things you need to do are presented in brackets. Examples of what you need to say are presented in quotes and boldfaced type. Some teachers like to go through the manual and mark with a yellow highlighter the things to say or the questions to ask. **When you are talking to students, you do not need to use the precise wording presented in the text.** Use your own words to preserve your natural teaching style; however, do not alter the *intent* of each instructional step or substep and the content provided. Remember to adhere to the "Three-Statement Rule" (see p. 5)—student involvement is *essential*.

Appendix A: Instructional Materials

Appendix A includes *Cue Cards* (pp. 94-107) that have been designed to highlight for students the essential information required to perform the *Sentence Writing Strategy*. You can use these as masters for overheads or as models for posters, or you may refer to them while writing the information on the chalkboard as each step or point is discussed. It also includes a *Progress Chart* (pp. 108-111) which students can use to chart their performance.

Permission is granted to the owner of this Instructor's Manual to copy the materials in Appendix A for personal use in providing *Sentence Writing Strategy* instruction. You may make one copy of the *Cue Cards* on paper or overhead transparencies to present information to students learning the *Sentence Writing Strategy*.

Research has shown that individuals who do not receive appropriate instruction in the use of these materials do not use them appropriately or effectively. Thus, if someone is interested in obtaining these materials, encourage him to get authorized instruction in their use. If you want to copy the materials in Appendix A for any purpose other than instruction with students, you will need to request permission to do so from the copyright holder. No other materials or excerpts from this manual can be copied or used without the permission of the copyright holder.

WHAT ELSE YOU NEED

This manual includes all the materials you will need to teach the Simple Sentences portion of the *Sentence Writing Strategy* except the *Learning Sheets* on which students will practice using their writing skills. These can be found in Student Materials Volume entitled *Fundamentals in the Sentence Writing Strategy*. Permission is granted to the owner of this Instructor's Manual to copy lessons from the Student Materials Volume for personal use in providing instruction to students learning the *Sentence Writing Strategy*. The *Learning Sheets* are to be used only in conjunction with the instruction provided in this Instructor's Manual. They are not designed to be used independent of that instruction. Copying these *Learning Sheets* for other instructors or for any other purpose in any form is in violation of copyright law.

Other materials that might be helpful are a standard English textbook and a folder of interesting pictures cut from magazines. The English textbook can be used as a source of additional example sentences for presentations as well as a reference guide for clarifying any questions that may arise regarding sentence structure. The folder of pictures is a helpful resource to use if students have difficulty thinking of sentences to write on their *Learning Sheets*. Additionally, they might be given to students who have met mastery on a given lesson along with the assignment to write five sentences about the same topic.

REFERENCE

Schumaker, J.B. and Sheldon, J. (1985). *Proficiency in the Sentence Writing Strategy: Instructor's Manual*. Lawrence, KS: University of Kansas Center for Research on Learning.