

Strategram™

STRATEGIES INTERVENTION MODEL

VOLUME 2

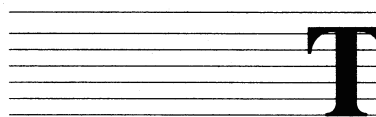
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SPECIAL ISSUE: PART TWO

— TEACHING STRATEGIES TO YOUNGER STUDENTS —



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Director of Training

The *Sentence Writing Strategy* enables students to write complete sentences by focusing attention on a planning process prior to writing and on the critical elements of a sentence, the subject and the verb. This strategy is designed to enable students to write four kinds of complete sentences: simple, compound, complex, and compound-complex. For younger students in elementary school, Part I, Simple Sentences, and Part II, Compound Sentences may be taught with Parts III (Complex Sentences) and IV (Compound-Complex Sentences) being taught in junior or senior high school.

The adaptations described below are based on *The Sentence Writing Strategy: Instructor's Manual* by J. B. Schumaker with J. Sheldon (University of Kansas Institute for Research in Learning Disabilities, 1985) and *The Sentence Writing Strategy: Student Lessons* by J. Sheldon and J. B. Schumaker (Edge Enterprises, 1985).

Prerequisite Skills

In order for students to benefit to the maximum extent from instruction in the *Sentence Writing Strategy*, they should be able to:

1. Identify subjects and verbs.
2. Write legibly enough that words can be deciphered.
3. Spell a majority of words (perfect spelling is not necessary as long as words can be deciphered).

Although these abilities may develop as students practice the *Sentence Writing Strategy* and receive corrective feedback, you may wish to teach these prerequisite skills prior to introducing the *Sentence Writing Strategy*.

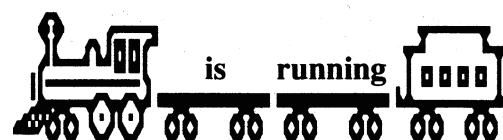
Instruction in Prerequisite Skills

Identifying Subjects and Verbs

Teach identification of subjects and verbs using supplementary materials. Define the concept of "noun," present examples of nouns, and elicit other nouns from the students. Then, discuss nouns as subjects of sentences. Model for students how to identify subjects in sentences, then have students practice identifying subjects in sentences. Teach identification of verbs in the same way. Pages 20-29 in *The Sentence Writing Strategy: Instructor's Manual* may be used when teaching identification of subjects and verbs as prerequisite skills.

Identifying Helping Verbs

Discuss with students the concept of "helping verb" and list the helping verbs [refer to p. 26 and Cue Card #5 (p. 149) in the *Instructor's Manual*]. A simple visual depiction, such as a train on which the helping verbs are listed and in which the word "verb" is carried, may help students



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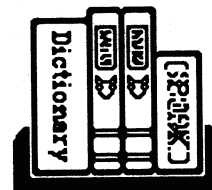
Editor's Note:
Strategram, Vol. 3, No. 1 will also focus on teaching strategies to young children.

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understand the concept. Model for students how to identify the main verb in simple sentences by using the question, "What is the action or state-of-being word?" and then asking the question, "Are there any helping verbs?" (When you begin teaching the strategy, these questions can easily be incorporated into the Verb-Subject Identification Procedure.) Have students practice identifying complete verbs (main verb and any helping verbs) after you model the procedure for them.

Spelling

To accommodate students who have problems with spelling, a simple spelling (or misspeller's) dictionary may be helpful. Several dictionaries of this type are available; individuals locate words under their most common misspellings and are provided the correct spelling of the word. One dictionary which may be helpful with younger students is: How to spell it: A dictionary of commonly misspelled words. [Wittels, H., & Greisman, J. (1973). New York: Grosset and Dunlap].



Students who have severe spelling disabilities may benefit from prerequisite or simultaneous instruction in morphographic spelling skills. See: Corrective spelling through morphographs. [Dixon, R., & Englemann, S. (1979). Palo Alto, CA: Science Research Associates].

Teaching the Sentence Writing Strategy

There are no changes in the instructional stages or the remembering system of the *Sentence Writing Strategy*; therefore, the cue cards in the Instructor's Manual may be used as they are. Adaptations within the instructional process are detailed below.

Teach Concepts in a Meaningful Way

Present concepts in the *Sentence Writing Strategy* using age-appropriate vocabulary or provide examples or analogies relevant to students' experiences. One concept which may need additional explanation with younger students is "independent" as in "independent clause." To develop an understanding of the concept of "independent," the teacher might discuss the meaning of "independent" in relation to the students' lives, what they can do by themselves, i. e., independently, and what they need help to do. Sheryl Block of Louisville, Kentucky uses the characters Hulk Hogan and Miss Piggy of Muppet Babies when she explains the terms "independent" and "dependent." Hulk Hogan is, of course, the independent character, able to do things on his own, unafraid, while Miss Piggy is timid, needs assistance, and is afraid to do scary things alone. Other characters may be chosen; however, one character must be clearly independent and the other clearly dependent. See Strategram, Vol. 1, No. 4 for Sheryl Block's complete Hulk Hogan and Miss Piggy story.

In Stage 5, Controlled Practice and Feedback, sentences or phrases on the practice lessons in Lesson Series 1 and 2 may be rewritten using age-appropriate vocabulary and topics appropriate to the interests of younger students.

Use Short Lessons

During *Sentence Writing Strategy* instruction, lessons should be adjusted to an appropriate length for younger students (approximately 10 to 25 minutes). Each lesson should include: (a) an advance organizer (explaining the content the lesson will cover, how it relates to previous lessons, why it is important, what the students and the teacher will be doing); (b) a description of information related to the strategy, a model of strategy steps, a guided practice using the strategy, and/or an independent practice; and (c) a post organizer (restating what the lesson covered, why it is important, and what will happen next).

For example, the Describe Stage of the *Paraphrasing Strategy* may be divided into several short lessons by presenting only one or a limited number of concepts at one time. If subjects and verbs are taught as prerequisite skills, then only some lessons here can be eliminated or condensed.

Lesson 1: Advance Organizer
Introduce the concept of the *Sentence Writing Strategy*

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Describe and elicit rationales for using the strategy, general characteristics of situations and example situations where it can be used
Describe results students can expect
Post Organizer

Lesson 2: Advance Organizer
Review content of previous lesson
Set goals
Discuss definitions for simple sentence, independent clause, subject, and predicate
Discuss examples of subjects and verbs, including helping verbs
Post Organizer

Lesson 3: Advance Organizer
Review the content of previous lessons
Explain the Subject-Verb Identification Procedure
Practice finding subjects and verbs
Post Organizer

Lesson 4: Advance Organizer
Review the content of previous lessons
Introduce noun phrases
Practice finding "head words" in noun phrases
Post Organizer

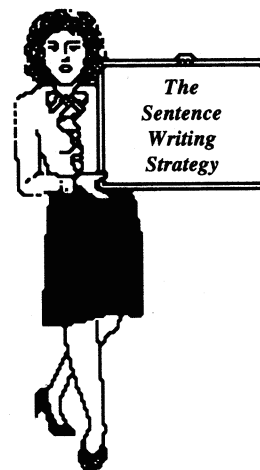
Lesson 5: Advance Organizer
Review the content of previous lessons
Introduce verb phrases
Practice finding the "complete verb"
Post Organizer

Lesson 6: Advance Organizer
Review the content of previous lessons
Practice finding the complete verb and head word in simple sentences
Post Organizer

Lesson 7: Advance Organizer
Review the content of previous lessons
Introduce simple sentences where the verb comes first
Practice finding complete verb and head word in simple sentences where the verb comes first
Post Organizer

Lesson 8: Advance Organizer
Review the content of previous lessons
Introduce simple sentences with compound subjects
Practice finding the complete verb and head words in simple sentences with compound subjects
Post Organizer

Lesson 9: Advance Organizer
Review the content of previous lessons
Introduce simple sentences with compound verbs
Practice finding the complete verbs and head word in simple sentences with compound verbs
Post Organizer



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Describe and elicit rationales for using the strategy, general characteristics of situations and example situations where it can be used
Describe results students can expect
Post Organizer

Lesson 2: Advance Organizer
Review content of previous lesson
Set goals
Discuss definitions for simple sentence, independent clause, subject, and predicate
Discuss examples of subjects and verbs, including helping verbs
Post Organizer

Lesson 3: Advance Organizer
Review the content of previous lessons
Explain the Subject-Verb Identification Procedure
Practice finding subjects and verbs
Post Organizer

Lesson 4: Advance Organizer
Review the content of previous lessons
Introduce noun phrases
Practice finding "head words" in noun phrases
Post Organizer

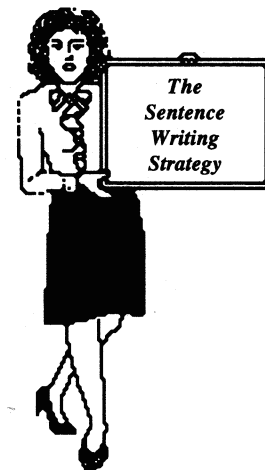
Lesson 5: Advance Organizer
Review the content of previous lessons
Introduce verb phrases
Practice finding the "complete verb"
Post Organizer

Lesson 6: Advance Organizer
Review the content of previous lessons
Practice finding the complete verb and head word in simple sentences
Post Organizer

Lesson 7: Advance Organizer
Review the content of previous lessons
Introduce simple sentences where the verb comes first
Practice finding complete verb and head word in simple sentences where the verb comes first
Post Organizer

Lesson 8: Advance Organizer
Review the content of previous lessons
Introduce simple sentences with compound subjects
Practice finding the complete verb and head words in simple sentences with compound subjects
Post Organizer

Lesson 9: Advance Organizer
Review the content of previous lessons
Introduce simple sentences with compound verbs
Practice finding the complete verbs and head word in simple sentences with compound verbs
Post Organizer



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- Lesson 10: Advance Organizer
Review the content of previous lessons
Practice finding the complete verbs and head words in simple sentences with compound subjects or with compound verbs
Post Organizer
- Lesson 11: Advance Organizer
Review the content of previous lessons
Introduce simple sentences with compound subjects and compound verbs
Practice finding the complete verbs and head words in simple sentences with compound subjects and compound verbs
Post Organizer
- Lesson 12: Advance Organizer
Review the content of previous lessons
Introduce the simple sentences formulas
Make Formula Cards
Post Organizer
- Lesson 13: Advance Organizer
Review the content of previous lessons
Describe the steps of the Sentence Writing Strategy
Describe the mnemonic device "PENS"
Post Organizer



During Stage 4, Verbal Elaboration and Rehearsal, students may practice only the remembering system initially, then the definitions may be added. The written quiz may be broken into segments with students meeting individual mastery on each segment before moving on to another part. The written quiz may be completed orally, again with individual mastery being maintained.

During Stage 5, Controlled Practice and Feedback, the practice lessons may be shortened; for example, the students may complete only 6 or 8 sentences for one practice attempt rather than 10 sentences.

Conduct Guided Practice

With younger students, you may need to provide many models of use of the *Sentence Writing Strategy* and opportunities to participate in practice activities which you direct and guide before students begin to practice using the strategy independently. During practice opportunities, you and the students should verbalize all thought processes.

During the practice stages (Stage 5: Controlled Practice and Feedback and Stage 6: Advanced Practice and Feedback), a guided practice activity may be helpful each time the students begin a new lesson set as they are responding to a new set of directions. In conducting guided practice, you might use the following suggestions:

- * When beginning a new lesson series, make an overhead transparency of Lesson 1. Model for students your thought processes as you begin the lesson (e.g., putting your name at the top, reading the directions, thinking through the directions) and as you complete one or two items. Involve students in completing some of the other items, asking them to verbalize their thought processes as they do so. If appropriate, have students complete some items on the lesson independently.
- * Ask students to tell what step of the strategy was just completed or what step should be done next.

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- * Ask students to tell whether you (or a peer) used a specific step correctly. You might use questions such as the following: "Did I ask myself the right questions in the Verb-Subject Identification Procedure?" or "Did I pick a formula before I noted the words?"

Jazz-Up Instruction and Involve Students

As students are learning the *Sentence Writing Strategy*, you can jazz-up instruction by varying the activities while maintaining the intent of each stage of the instructional process. The following suggestions may help you "jazz-up" instruction and involve students in this strategy.

Stage 2: Describe

- * incorporate frequent reviews and checks; you may model the desired response first, then ask students to respond as a group or individually; make certain all students participate by giving individual and group responses
- * maintain a lively pace
- * build in a game or activity to allow students to practice a specific step of the strategy (for example, ask students to work as a team to identify the verb or the subject or complete the entire Verb-Subject identification procedure); make certain all students participate

Stage 3: Model

- * maintain a lively, fluid pace
- * after the initial model, gradually involve all students in the model; involve them first in easier parts of the task

Stage 4: Verbal Rehearsal

- * maintain a lively pace
- * involve every student in stating individual steps of the strategy
- * assist students in learning the helping verbs by using a "rap" of these verbs (see Strategram, Vol. 2, No. 3 for a "rap" of the helping verbs developed by a teacher)
- * vary the practice by having the entire group rehearse aloud the steps of the strategy and use appropriate motions for the verbs in the steps (Pick—motion as if picking apples from a tree; Explore—motion as if looking all around in "exploring" a cave; Note—use an exaggerated writing in the air motion; Search—fingers circling their eyes to imitate looking or searching)
- * use unique practice techniques, such as: saying the steps as a cheer; playing a telephone game where one student whispers a step to another who passes it on, the last person says the step aloud; have students practice with a partner; divide the group into 2 teams, have one team state the first step, the other team gives Step 2, and so on
- * develop a game to provide a fun way to practice the definitions related to this strategy
- * chart progress and celebrate achievement of mastery

Stage 5: Controlled Practice and Feedback and Stage 6: Advanced Practice and Feedback

- * on occasion, use a "hot" topic of interest to the students for them to write about (e.g., Why students should wear roller skates to school, If I could be the principal, Why younger brothers and sisters should be outlawed)
- * on occasion, use games in which students practice parts of the strategy [e.g., divide the group into two teams, teacher reads (or writes) a sentence, a student (or a team) must identify the verb or the subject, points are awarded to the team for a correct response (or students may roll a die and move forward on a game board)]
- * have 2 students practice together, agreeing on their responses to record

Stage 7: Posttest and Commitment to Generalize

- * celebrate achievement of mastery with a special activity

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**Structured Implementation Activities for
the Strategies Intervention Model**

PHASE III

Phase III

by
Keith Lenz, Frances Clark,
Cecil Mercer, and Merle Mazzarino

Overview

Phase I and II implementation objectives and activities were initially presented in Strategram, Vol. 2, No. 4, and focused on the activities that a teacher should consider during the first and second year of SIM implementation. Phase III objectives and activities presented here can be initiated after basic issues have been addressed, usually within the first five years of SIM implementation. Phase IV objectives and activities are designed to help the teacher reach the full potential of the SIM model. Look for Phase IV objectives and activities in Strategram, Vol. 3.

The purpose of the activities that are implemented during Phase III is to expand the role and scope of learning strategies instruction. In fact, the teacher should begin to think of this as a larger focused "program" rather than a narrowly focused class. Continued expansion of learning strategies options is important, but other components and program areas will be expanded in this phase. This phase will assist the teacher to become more strategic in dealing with students and in obtaining more involvement of the students. Many teachers complete the activities described in this phase during their second and third year of strategy implementation. However, while some of these activities can be accomplished during the first year of strategy implementation, it is hoped that all of these objectives can be met during the fourth and fifth years of strategy implementation.

PHASE III objectives and activities are provided in the chart below and continued on page 7.

**STRATEGIES INTERVENTION MODEL IMPLEMENTATION
OBJECTIVES AND ACTIVITIES**

Phase III

Objectives

Examples of Activities

1. Maintain implementation of at least two strategies to students via group instruction at all times.	Demonstrate ongoing implementation of at least two strategies from the Learning Strategies Curriculum with a group of at least five students. All students should meet the mastery criteria for each stage.
2. Reduce the amount of content instruction/support provided to students in the learning strategies program.	Identify and train after-school tutors to assist students in studying. For students who meet management goals, allow students to use points to "buy" appointment time for teacher assistance (preparing for a test or project). Develop a monitoring system to assist students in checking readiness and use of time. Discuss this system with parents.
3. Establish and implement procedures of scheduling appropriate and instructionally-compatible students.	Based on contacts and discussion with key school personnel, develop criteria for class inclusion and application. After agreement and discussion on procedures with school administrators, prepare a written description of these criteria and place in the Implementation Notebook.
4. Incorporate goals and objectives into appropriate IEP procedures.	Develop IEP goals and objectives for each of the three strands (acquisition, storage and expression) of the Learning Strategies Curriculum. Review with staff and place in the Implementation Notebook. For each short term objective, write evaluation criteria for mastery of the strategy in the learning strategies classroom and in the generalization setting.

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Phase III (cont.)

<p>5. Promote the generalization of learning strategies to at least two regular content classroom settings for each student.</p>	<p>Incorporate two additional critical teaching behaviors into all learning strategy instruction including: (a) Communicating Rationales/Relevance - statements or questions used to clarify and illustrate the relevance of a skill to the student's life; (b) Communicating Expectations - statements which specify rules for classroom procedures, task-specific requirements, long term expectations for the student's life and capabilities.</p>
<p>6. Identify teaching routines used by regular content teachers and develop a school based dissemination and training system.</p>	<p>Develop materials and procedures for training content teachers to use advance organizers in regular classroom settings. Implement the training with at least one teacher through cooperative planning.</p>
<p>7. Develop and implement additional components to the cooperative planning system in order to update regular classroom teachers on student progress and to promote strategy generalization.</p>	<p>Arrange ongoing meeting times with individual teachers and schedule meeting times through the semester. Develop materials and procedures for determining setting demands, sharing information about strategies instruction and student progress.</p>
<p>8. Evaluate and modify the classroom for more effective classroom operating system, promoting self-management and handling behavior problems.</p>	<p>Develop a week long unit designed to teach students to evaluate their own work and make self-correcting statements. Build all six critical teaching behaviors into this unit. Develop procedures for monitoring student progress in self-evaluation, self-management and self-control.</p>
<p>9. Develop and implement a communication system with building administrators regarding program progress and status.</p>	<p>Design a system that provides short verbal or written progress reports and summaries to the administrator on a regular basis. Identify ways for students as well as teachers to be involved in this communication process to administrators.</p>

Strategram

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- * post the names of students who have met mastery in a prominent place
- * have a party when several students have met mastery

Stage 8: Generalization

- * Have students set goals and develop plans to use the *Sentence Writing Strategy* in other school and out-of-school settings. The concept of "Bonus Missions" used in the Social Skills for Daily Living curriculum might be adapted for use in the Generalization Stage with younger students.

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