**Step 1: Identify**

1. **The teacher gets a clear picture of the current reality.**

• The teacher asks students to write a paragraph and checks it for sentence structure.

1. **The coach and teacher review pretest results, standardized writing test results, and standards.**

**•** See the Conventions chart related to types of sentences

1. **The coach prompts the teacher to set a goal(s).**
2. **The teacher identifies teacher-focused goal(s) and student-focused goal(s)**

**•** See the Example Goals Sheet for the Fundamentals in Sentence Writing Strategy Program

1. **The coach supplies information about programs available**
2. **The teacher identifies the Fundamentals in Sentence Writing Program to meet the goals**

**Step 2: Learn**

1. **The coach helps the teacher with logistics for using the program**

• Copying learning sheets and making folders

• Setting up Student Folders

• Setting up locations for printed materials, Student Folders, handing in products, returning scored products

• Creating a routine for scoring student work during class

1. **The teacher sets a time to start implementing.**
2. **The coach offers demonstrations of how to teach a lesson.**
3. **The teacher chooses an approach to modeling and sets a time.**
4. **The coach shares the checklists.**

**•** See the Fundamentals of Sentence Writing Checklist and the Fundamentals of Sentence Writing Completion Checklist

1. **The coach prompts the teacher to modify the checklists.**
2. **The coach provides modeling in one or more formats.**

**Step 3: Improve**

1. **The teacher implements the program with students.**
2. **The coach observes the teacher and checks student folders.**
3. **The teacher is videotaped while teaching the program.**
4. **Data are gathered related to the identified goals.**

**Step 3: Improve (cont.)**

• All products are stored in Student Folders after being scored.

• The Posttest is administered and scored when students complete all the lessons

1. **Coach and teacher meet to discuss implementation and product data and progress toward the goal(s).**
2. **The teacher makes modifications, and observations and meetings continue until the goal(s) are met.**