complex sentences and integrate them with the skills of writing simple and compound sentences. Finally, in Part IV, students learn to write compound-complex sentences and integrate the skills of writing all four types of sentences. Students must reach mastery in one part of the instruction before moving to the next. Thus, the instruction is a building process whereby students are required to integrate new skills with previously learned skills.

This four-part instruction can be adapted to a variety of needs. For example, a student can receive instruction in all four parts in a large block of time (e.g., 30 minutes per day for 9-10 weeks). Alternatively, instruction in a single part can be provided, whereupon instruction can shift to other strategies if necessary. At some later time the student may return to instruction in the Sentence Writing Strategy to learn additional sentence types. For example, some junior-high teachers prefer to teach Parts I and II in the seventh grade, Part III in the eighth grade, and Part IV in the ninth grade. This sequence is acceptable as long as the specified maintenance activities are implemented when writing instruction is not being provided.

One final caution: since the instruction builds on previous activities, teaching the parts in a different sequence than the one shown in Figure 2 or teaching Parts II, III, or IV without Part I is not advisable. That is, even though a student can write simple sentences, he must go through the simple sentence instruction because it provides him with vocabulary and a knowledge base upon which subsequent parts build. Thus, the foundation provided in the simple sentence instruction is critical for success in the other parts, and each subsequent part logically builds on previous instruction.

Critical Instructional Procedures

Research has shown that 98% of all the low-achieving students who have been taught learning strategies have mastered them if the 8-stage instructional procedure to be described is followed carefully. As you will note, the Instructor's Manual is organized around the same eight stages.

Figure 3 (on p. 5) summarizes the eight instructional stages and the sequence in which they are to be followed. After receiving a pretest (Stage 1), the student proceeds through instructional stages 2-8 for each part of the instruction (i.e., for each type of sentence that is targeted). Once instruction for one type of sentence is well under way in "Stage 8: Generalization," the student can begin instruction at "Stage 2: Describe" for the next type of sentence to be learned. The sequence of instructional stages 2-8 is recycled for each type of sentence to be learned until all four sentence types have been mastered.

Stage 1: Pretest and Make Commitments. In this stage, students are tested to determine their current habits with regard to writing four types of sentences: simple, compound, complex, and compound-complex. To establish how well students can write sentences, you will ask them to perform an assignment comparable in difficulty to one they might receive in their regular educational setting. After this assessment, you will inform students of their strengths or weaknesses relative to the skills assessed. This will help them understand, in part, why they may be ineffective writers and will serve as the basis for gaining their commitment to learn an alternative strategy that will help them become better writers. Our experience has told us that motivation throughout the instructional process will be higher if students make a verbal commitment to improve their skills before instruction begins.

Stage 2: Describe. The Describe Stage in the teaching process is designed to paint a picture that details the nature of a given strategy and the advantages of using it. After you generally define the Sentence Writing Strategy for the students, you will provide them with rationales