Self-Regulated Strategy Development

Teacher created.
Evidence based.
Classroom tested.

What is **SRSD?**

SRSD is an **evidence-based pedagogy**. It teaches students how to use the **writing process** and equips them with the necessary **skills** and **strategies** to become **self-regulated,** successful writers. Through carefully analyzing **peer-written exemplars** and published **mentor texts**, SRSD exposes learners to the features of effective writing at the outset and all through the year.

Explicit instruction prepares students to incorporate these features into their own pieces. They learn **key strategies** and solidify their skills through: collaborative writes, self/peer feedback and **embedded deliberate practice**. To facilitate a gradual release, teachers model writing, offer scaffolds and support ongoing goal setting. The end result? **Confident,** joyful and effective writers.

What makes SRSD **different?**

SRSD is the **only** writing approach to incorporate **all** essential evidence-based practices, as compared to the most widely used approaches in schools.

FACTORS	SRSD	TWR	6 + 1 TRAITS	CALKINS
Integrates with content instruction	✓	✓	✓	
Develops self-regulation	✓			
Comprehensive framework	✓			✓
Cites supportive theorists	✓	✓		✓
Evidence based	✓			
*Proven track record	✓			

*__thinkSRSD__'s **unique** model for supporting implementation has a proven track record of ELA gains.

Evidence-based pedagogy is at the core of SRSD.

thinkSRSD's 6 routines foreground evidence-based pedagogical practices to foster success in writing.

Click the items at right for video.

Explicit Teaching

Teacher Modeling

Gradual Release

Embedded Skill Instruction

Facilitated Goal Setting

How to **launch SRSD** in a classroom

Teachers establish a positive climate. Students then complete a pre-assessment which they use to set their own writing goals. Next, educators use thinkSRSD's 6 routines below to on-ramp students into using POWER to guide themsleves whenever they write. Teachers then continue to analyze exemplars, lead collaborative practice, offer deliberate skills practice (i.e. sentence writing), and revisit goal setting, gradually releasing students to work independently as ready.

P(3)OWER
⇩
'I got this! #AAAWWUBIS'

Pre-read gist: An oil spill disrupted penguin homes in the sea so humans rescued them.

Pull apart prompt
Do   What
Desc   chall & efforts

Pick ideas & Pre-org
wing slaps (phys)
sticky oil in feathers (phys)
clean w/toothbrushes (phys)
put in pens alone (emot)
remove oil from water (phys)
penguins shivering (phys)
silence (emot)

P(3)OWER
⇩
Topic
Important Evidence
Detailed Examination
End
+ Language

Language:
excruciating
uninhabited
enduring
traumatic

T: TAG: Saving the Peng by Jim Wu
Thesis: phys & emot challenges
E: phys
I: wing slaps, jaw bites jacket
D: peng fear required more effort
E: phys
I: oil in feathers, water (food)
D: required expertise and teams
E: emot
I: silence, huddled in pens
D: emotional trauma on top
E: teamwork, resilience

Sentence slam warm ups!
These winged creatures feared for their survival after their pain became excruciating.
After the ship crashed, the birds felt devastated.

R?OWER
The two texts and one video, "Save as Many Penguins as We Can", "Penguin Under Threat", and "Endangered Penguins Caught in Oil Spill" describe a terrible oil spill that happened off the coast of South Africa in 2000. They describe the effects of the spill, and the enormous rescue work efforts, all with the goal to help and save the frightened penguins.

An effect of the spill was that it created enormous work that was not glamorous. As an example, oil is sticky and thick so the 10,000 penguins needed "to be washed gently with tooth brushes and warm water" for at least an hour each. This shows how a major effect of the oil spill was the time it took to help the birds. The rescuers even had to work in building-filled spaces with "the stench of penguin dropping, rotting spilled fish, perspiration and vomit" which made the work even harder. Yet, everyone did all they could to help.

The rescue efforts must have scared the penguins because of how the birds responded. When the workers arrived, the silence stunned them. "Penguins usually make loud, cacophonous noise, non-stop.", but they met "total silence." Even more, "Powerful wing slaps, sharp spines on tongues, strong jaws and razor-like beaks" met the surprised workers who had just come to help. Imagine if you were a penguin, it would just feel terrible to be "scrubbed" by a possible attacker.

Another challenge of the rescue effort was feeding the penguins in order to save their lives. The penguins had to be "hand fed dead fish" and they had to hold the penguin down and force it to eat the dead sardines. A penguin is used to catching fish alive and eating them live. Without eating, the penguins would die so the rescuers had to do this.

These effects and the rescue efforts tell a moving story, though it had a happy ending when the rescue succeeded and they were able to save 90% of the penguins. This work could only succeed by people working together in coalition for the greater good rather than their own individual benefit.

Goal Setting Menu (Grade 4)

Author:_____ Date:_____
                Informative/Explanatory : Opinion
Topic:_____ Used Graphic Organizer

	Pts	Adult	Peer	Self
Topic Introduction				
Introduce engaging context clearly	1			
Focused topic statement / opinion	1			
Important evidence / Reason				
Detailed examination / Elaboration (both must relate back to central idea)				
Information: Evidence / Reason				
1 pt = topic stated & well set up + 1 pt = well chosen	2			
Detailed examination: develops topic / supports opinion	2			
1pt = explains (own words), 2 pts = examines significance/importance				
Information: Evidence / Reason				
1 pt = topic stated & well set up + 1 pt = well chosen	2			
Detailed examination: develops topic / supports opinion	2			
1pt = explains (own words), 2 pts = examines significance/importance				
Information: Evidence / Reason				
1 pt = topic stated & well set up + 1 pt = well chosen	2			
Detailed examination: develops topic / supports opinion	2			
1pt = explains (own words), 2 pts = examines significance/importance				
Ending				
Concluding statement (or section) relates	2			
1pt+ relates, 2pts+relates and extends				
Links				
Link ideas within categories of information using words and phrases	1			
Language				
Precise language and domain specific vocabulary	1			
Vary sentences for reader interest, style and meaning	1			
Conventions				
CCSS grade level: grammar, punctuation for effect and spelling	1			
Total	20			

Done Well:

Goals:

Routine 1: Exemplars + Tools

Guide students to observe effective elements in exemplar texts. Introduce the writing process and essential tools.

Routine 2: Plan + Organize

Explain importance of planning and organizing, then explicitly model and teach these skills, offering flexible scaffolds and strategies as needed.

Routine 3: Revise + Edit

Use below standard pieces to model and explicitly teach revising and editing. Emphasize importance of revising and editing throughout the entire writing process.

Rouine 4: Self-Instruct

Students use encouraging self-statements to direct themselves in the steps to follow and which practices or strategies to use.

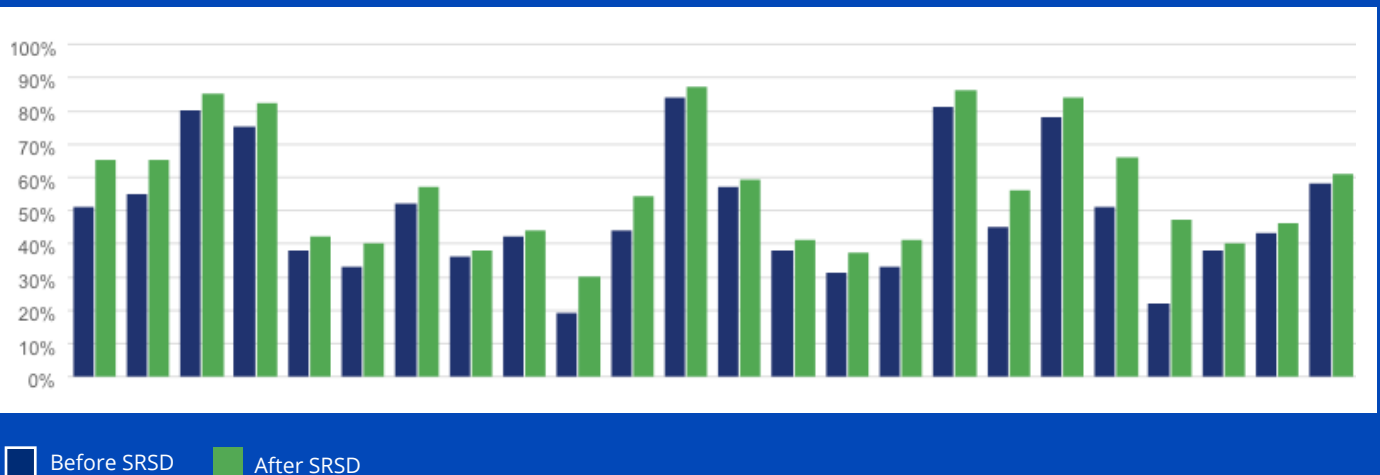**Routine 5: Collaborative Literacy Practice**

Write collaboratively with class, offering guidance, scaffolds and embedded deliberate practice (i.e. sentences) as needed. Gradually release students to write with peers or on their own, as ready.

Routine 6: Score + Set Goals

Explicitly teach students how to score their pieces using an analytic rubric. Scoring enables students to better understand effective writing features, set goals and see their growth.

The **data** tells an inspiring story.

Districts **supported by thinkSRSD** see on average a **7% increase** in writing scores on standardized tests. The data below is from 24 public schools across the United States and conveys a compelling message: SRSD can solve our nation's writing crisis.

Legend: Before SRSD / After SRSD

Learn SRSD

We partner with schools across the nation and globe to bring **structured literacy** to schools. Let us know how we can support you:

- thinkSRSD's course
- Writing data meetings
- Modeled lessons
- Create text sets and writing prompts
- Create examplars
- Design scaffolds
- Design deliberate practice tasks

"Best PD in my 30 yr career"

- Deb Rude, Literacy Coach -

Together we can make a difference.