Getting Started with ThinkSRSD

ThinkSRSD is a brand and educational resource that applies the Self-Regulated Strategy Development model to help students improve their writing skills. ThinkSRSD translates research to practice, focusing on providing educators with tools, strategies and support to implement SRSD effectively in the classroom. Visit the [ThinkSRSD website](#) and look through the free resources and instructional videos, or sign-up for one of their online courses to learn more.

ThinkSRSD rests on a bedrock of self-regulation that gives students the self-agency and empowerment to take themselves through the writing process independently.

Lesson 0: Pre-Assessment

Part 1 :

Before moving into the first POWeR cycle, an optional pre-writing task is available to determine student knowledge of text-types. Teach student HLY : Haven't Learned Yet. Explain that if they come across a concept they haven't yet learned, they can write HLY on the pre-assessment sheet.

Part 2 :

The first POWeR cycle that you work through with students should include a brief baseline assessment. In this way, you can see how students focus, reason and select evidence. It also provides you with writing samples that can be used later as a powerful motivator to show students how far they have come in their writing. Note that no explicit instruction should take place at this stage (use your professional judgement re. IEP supports/accommodations).

Before beginning the pre-assessment, begin by co-creating a **Positive Self-Talk** anchor chart. This chart can grow and evolve as the year goes on from this foundation.
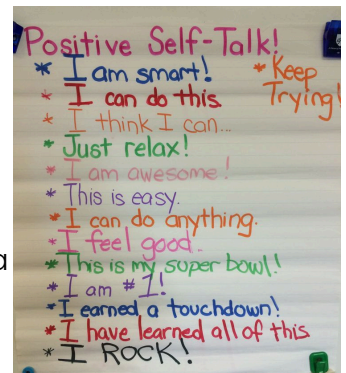
Choose a ThinkSRSD text for a shared reading and view additional resources such as videos. Provide students with the designated prompt and instruct them to create a

short written response. Use the text that you think would be most appropriate for your students right now, keeping in mind that we always want to have high expectations.

Note that these are general knowledge materials and not linked to the Ontario Language Curriculum.

Collect pre-assessment writing pieces. Remember that this is meant to be a formative diagnostic assessment to be used for both your instructional next steps and to gain evidence of a starting point for students.

The Power Cycle
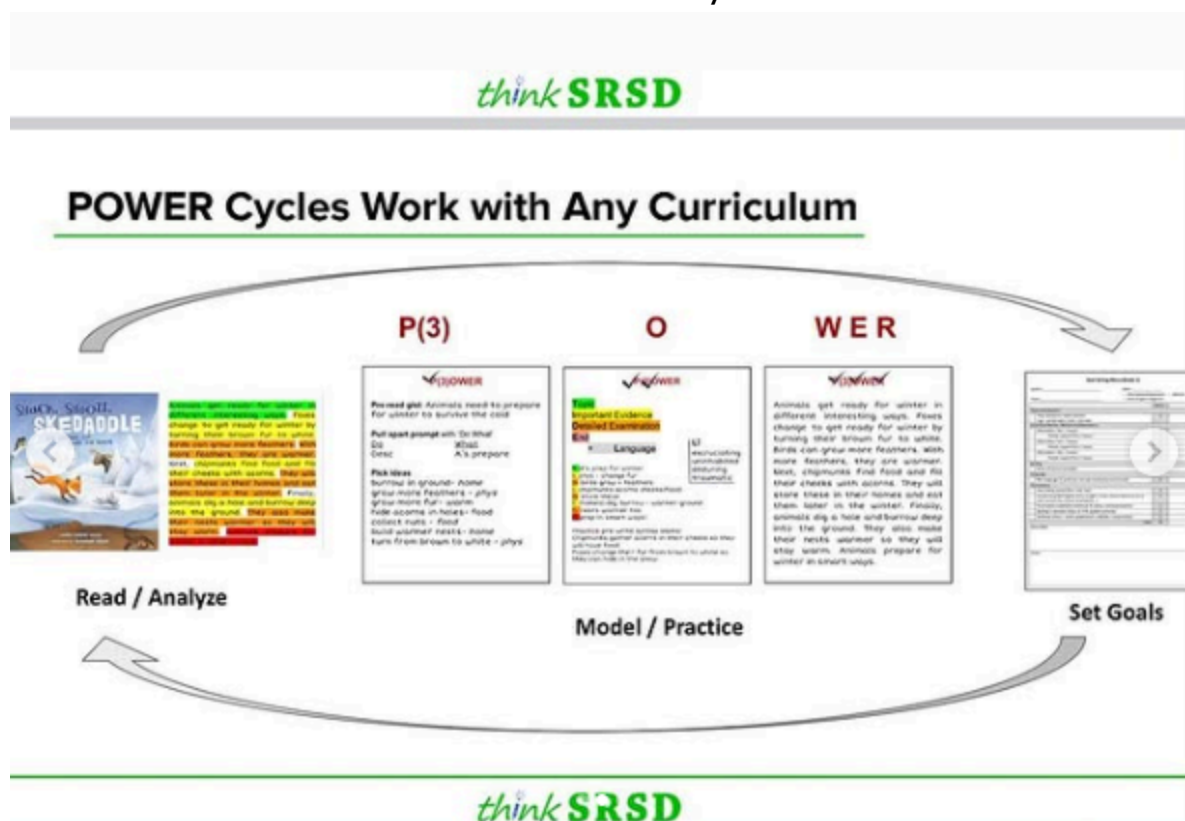
Lesson 1: POWeR + TIDE

Once you have a baseline for students, you will move into your first POWeR cycle. For this cycle, you will use the text chosen for your baseline assessment. All other POWeR cycles follow these steps, however, <u>a pre-assessment is only required for the first cycle.</u>

The cycle begins with showing students a strong exemplar response to the same prompt used for their pre-assessment. Discuss with students what made the exemplar strong, annotate it, colour code it and discuss it.

Introduce **POWeR** as a strategy for working through the writing process. *(Links to the Ontario 2024 Language curriculum, Overall Expectations Writing D1, D2, D3 and Reading C2, C3)*

- P - Plan: pull apart the prompt using **"Do/What"** - what is the writing task asking the writer to **do**? Pick ideas

- O - Organize ideas into a TIDE outline - T: topic, I: important evidence, D: detailed examination, E: end

- W - Write and say more, expand phrases into rich sentences and more developed ideas

- eR - edit and Revise
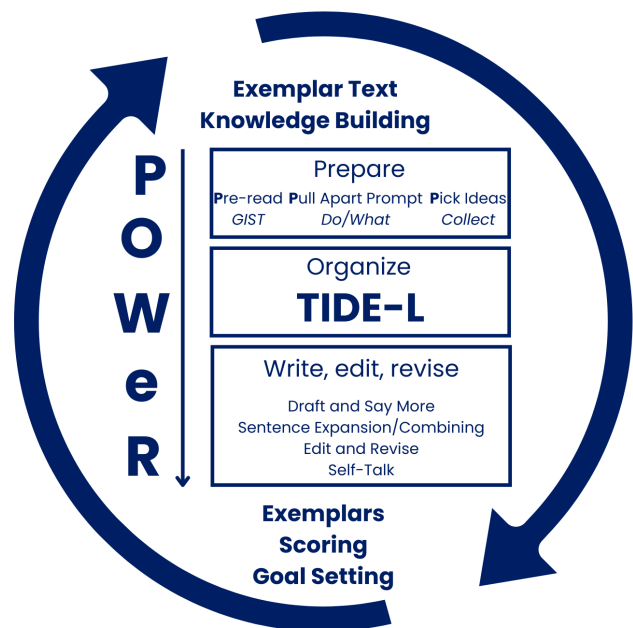
Introduce **TIDE** as a strategy to help organize ideas and writing. *(Links to the Ontario 2024 Language curriculum, Overall Expectations Writing D1, D2 and Reading C2, C3)*
- T - topic
- I - important evidence
- D - detailed examination (or details)
- E - end

thinkSRSD POWeR Cycle

Exemplar Text
Knowledge Building

P O W e R

Prepare
Pre-read **P**ull Apart Prompt **P**ick Ideas
GIST   *Do/What*   *Collect*

Organize
TIDE-L

Write, edit, revise
Draft and Say More
Sentence Expansion/Combining
Edit and Revise
Self-Talk

Exemplars
Scoring
Goal Setting

Using the exemplar and the POWeR and TIDE organizers, analyze the exemplar together. Mentor texts and exemplars show students what good writing looks like. Use texts that reflect your learning objectives and the writing skills you are targeting, analyze them together, highlight success criteria, and use the text to teach skills.

Think SRSD uses colour-coding to help students understand the structure of the text:
Green - topic, introduction, what the text is about
Yellow - information - key points or arguments
Orange - details - supporting details and examples
Red/pink - end, conclusion or summary

Write a GIST statement to build comprehension. The GIST tells what the piece of writing is about. The GIST statement answers:

- **Who (or what)** - Who or what is the text about?
- **Did what (action)** - What big event(s) happened?
- **When/Where**
- **Why/What happened** *(hint: this is a good place to integrate because, but, so from The Writing Revolution)*

note that the first three bullets - who, did what, when/where - are likely all that is needed for K-2 students. Differentiate depending on your class.

Find the Gist			LAURA BROSS, OCT
Who	Did What	When/Where	What Happened

GIST statements are very similar to the practice of paragraph shrinking. It is taking the oral practice of paragraph shrinking and writing it down into a structured GIST. Check out www.onlit.org to learn more.

Lesson 2: Collaborative Writing

Lesson 2 is all about the **gradual release of responsibility.** The teacher and students practice all parts of the writing process together with the teacher capturing the work as it happens, writing on a surface that everyone can see.

Gradually release responsibility to the students - from teacher-led, to guided practice, to writing independently. Differentiate instruction during the writing phase and offer targeted, skill-based support.

Steps for Preparation / Consideration:
1. Set Up the Task - Choose content-rich sources and set a focus.

2. Prepare a Plan - Create a well-developed outline and exemplar, and anticipate student responses.

3. Ensure Strong Comprehension - Engage in shared reading, explicit vocabulary instruction and discussion about the topic. Consider texts related to content areas to support student knowledge-building.

4. Foster Academic Discourse - Oral language is the foundation, and an equalizer for students. Small groups/partners could work together to build a gist, figure out the Do/What, or build TIDE as you build capacity.

5. Model 'Move from an Organizer to Writing' - This will require **lots of explicit instruction**, including direct instruction and practice with sentence expansion. You will likely need to model this as part of the POWeR Cycle several times.

Remember to model coping skills and strategies - writing is hard work ! Make your thinking visible by thinking aloud.

Lesson 3: Scoring and Goal Setting

The ThinkSRSD focus is about student-centered assessment. The focus is on scoring, **not** on evaluation. Scoring is used to deepen understanding of the effective features of writing so that we can better work towards meeting our self-set goals.

Steps for Scoring
1. Score an exemplar together as a class to ensure understanding.

   ○ Give students a rocket or grade scale.

   ○ Use the scoring guide and work with students to identify where they are excelling and where they need more practice, using self-assessment where appropriate.

   ○ Engage students in discussions around scoring choices and goal setting.

   ○ Eventually this can be done in small groups/pairs (approx. 10 practices).

2. Score a below standard exemplar together as a class.

3. Encourage students to revise their work, thinking critically about the content and how it can be improved, as well as the mechanics.

4. Remind students to talk to themselves throughout the process. Encourage positive self-talk, have students write encouraging words to themselves, boosting self-efficacy and fostering a growth mindset.

A POWeR cycle involves repeating Lessons 1, 2, and 3 over and over, using new, high-quality texts and prompts.

A POWeR cycle is a consistent, reliable structure that teachers and students will incorporate regularly. Students will apply their goals from one cycle to the next one, improving each time. During each cycle, you can determine where to focus your explicit instruction for your class, groups or individual students.

This repetition builds student confidence and independence over time. After each cycle, have students set goals based on what they have learned - discuss what they did well and where they need improvement.

As the year progresses, expand student's writing skills by introducing different types of writing. Begin with informational writing, using TIDE, at the start of the year to build confidence and move into narrative writing, using CSPACE, as students gain mastery.