

# Overview of ThinkSRSD

Self-Regulated Strategy Development, or SRSD, is a structured and explicit instructional model designed to help students improve their writing skills by teaching them both writing strategies and self-regulation skills. The SRSD model focuses on providing students with clear and simple strategies to support their writing, while also teaching them how to plan, monitor, and evaluate their progress as they write.

**ThinkSRSD** is a brand and educational approach 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 to get started.

The ThinkSRSD approach focuses on providing clear, effective writing strategies and helping students regulate their writing process.

- **Modeling** - Teachers demonstrate the writing process by thinking aloud while writing, a crucial step showing students how to apply strategies, making decisions in real-time and explaining their thinking process.
- **Practice Together** - After modeling, students engage in guided practice. The teacher and students work together to write or revise a piece, giving students the opportunity to practice the approach with teacher support.
- **Application** - Students then write independently, applying the approach, while the teacher monitors progress and offers individual support as needed. Students are encouraged to take ownership, using the approach on their own while still being able to self-monitor and make improvements.
- **Self-Regulation** - Students set goals, monitor their progress, and evaluate their work as they revise, reflecting on their writing and making improvements on their own.

Throughout the entire process, **thinkSRSD** emphasizes the importance of motivation through goal setting and self-reflection on successes. Students are encouraged to celebrate their successes, big or small, and to recognize their growth in writing. They are taught the importance of perseverance and how to stay motivated during the writing process by recognizing their achievements and encouraging continued effort.

The **thinkSRSD** approach ensures that students not only learn how to write effectively, but also develop the skills to regulate and manage their writing process, ultimately leading to more confident, independent writers.

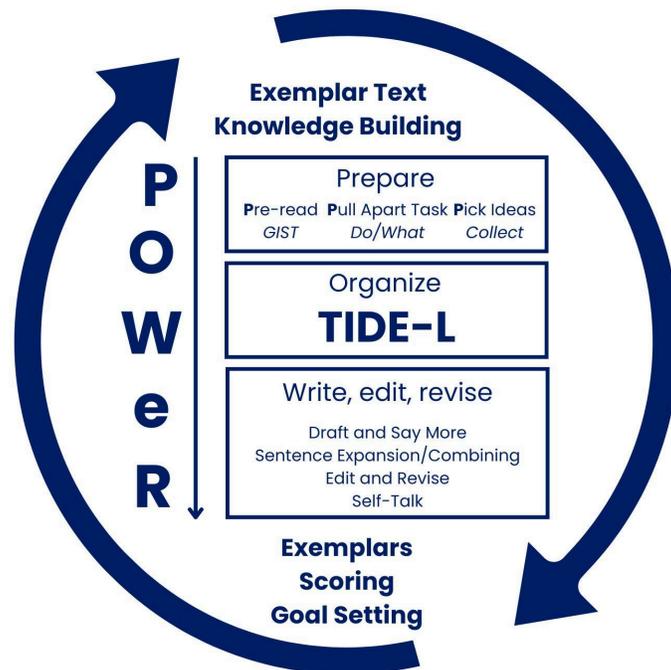
For additional support, see the [free intro video](#), check out the [thinkSRSD website](#), and consider delving deeper with this [online professional development](#) course, which includes lesson videos for every grade, access to collections of lesson plans, advice video and the *Releasing Writers* manual.

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

### **thinkSRSD POWeR Cycle**

#### **The POWeR Cycle**

The POWeR cycle is the bedrock of the thinkSRSD approach and provides a clear and systematic framework for students to follow through the writing process.



## The ThinkSRSD framework has three pillars

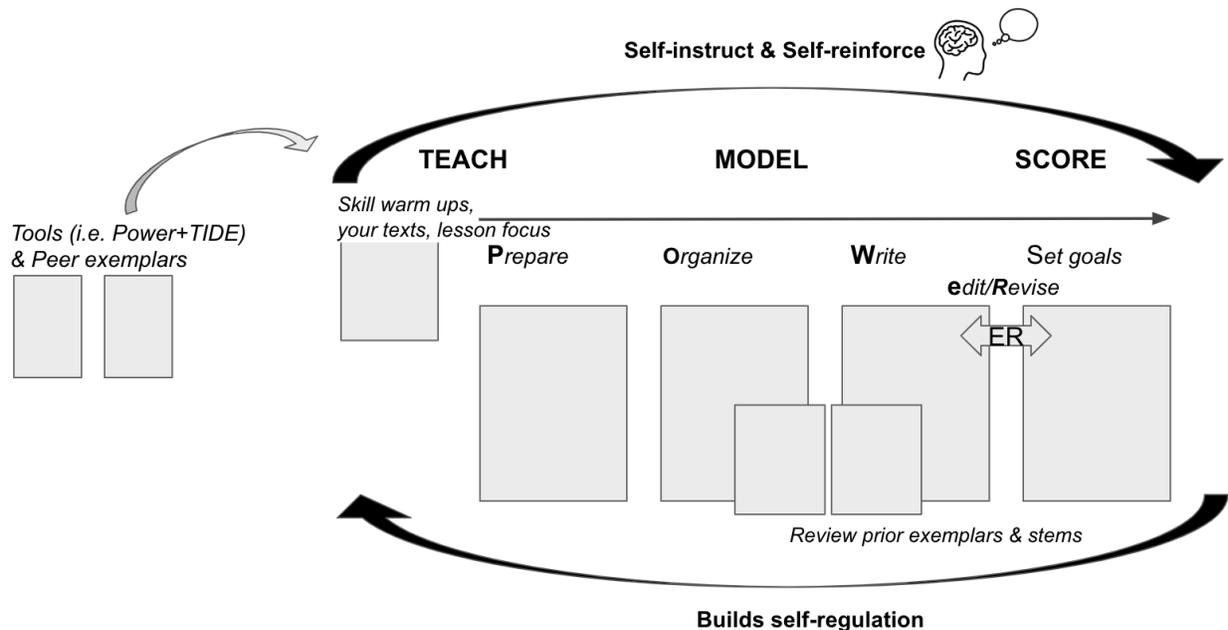
- The Writing Process - What you are teaching. This is how we start, introducing students to the writing process
- The Toolkit - We give students a simple toolkit with tools and organizers to get started
- Skill Building

Self-Directed & Skilled Writers										
Writing Process 	Toolkit 	Skill Building 								
<b>P</b> lan	Pre-read for gist Pull apart the prompt Pick ideas	Sentence and vocabulary skills								
<b>O</b> rganize	<table border="1"> <tr> <th>TIDE</th> <th>CSPACE</th> </tr> <tr> <td>Topic</td> <td>CS Character &amp; Setting</td> </tr> <tr> <td>ID Info &amp; Details</td> <td>PA Problem &amp; Action</td> </tr> <tr> <td>End</td> <td>CE Climax &amp; End</td> </tr> </table>	TIDE	CSPACE	Topic	CS Character & Setting	ID Info & Details	PA Problem & Action	End	CE Climax & End	Note-taking, organization skills
TIDE	CSPACE									
Topic	CS Character & Setting									
ID Info & Details	PA Problem & Action									
End	CE Climax & End									
<b>W</b> rite	Sentence expansion & combining	Sentence variation & Cohesion								
<b>E</b> dit	CUPS Capitals, usage, punctuation, spelling	Embed <b>conventions, grammar</b> and <b>usage</b> deliberate practice								
<b>R</b> evise	ARMS Add, Remove, Move, Substitute	Refine <b>content, style</b> and <b>message</b>								
<b>Self-Regulation via self-instruction, goal setting and self/peer review</b>										

Self-regulation is woven into the process through teachers making their own thinking and self-regulation visible as they tackle the complex task of writing. As students work through POWER Cycles they engage in self-instruction, set personal goals, and utilize self and peer feedback to guide their growth and improve their writing skills.

**This system becomes a cycle that students go through regularly, layered into current high-quality materials.**

POWeR cycles are implemented regularly using new, high-quality texts. This repetition builds student confidence and independence over time. After each cycle, students can set goals based on what they have learned, discuss what they did well and where they need improvement.



Expand writing skills by introducing different types of writing. Begin using the thinkSRSD approach with informational writing and the use of the organization template TIDE. This will help build student confidence and build familiarity with the process. As students gain mastery, move into narrative writing, using the CSPACE organizational framework. Alongside this, it is crucial to provide regular, explicit instruction in writing skills, ensuring that students have a strong foundation on which to build. Additional resources like the [Syntax Project](#) and The Writing Revolution can play a key role, helping students refine their understanding of sentence structures and writing techniques. Professional learning and grade-levelled sentence-level workbooks are available from thinkSRSD.

# The Toolkit

## **Pre-Read for Gist, Pull Apart the Prompt and Pick Ideas**

This section of the ThinkSRSD Toolkit focuses on two critical strategies that lay the foundation for successful writing: **pre-reading for gist** and **pulling apart the prompt to help pick ideas**. This phase is designed to help students begin their writing process by building comprehension, identifying key ideas, and organizing their thoughts. This gist instruction is based on the work of Sharon Vaughn, Kay Wijekumar, and from the writing perspective of Charles Haynes.

## **Sentence Expansion and Combining**

Sentence expansion and combining are key strategies in the thinkSRSD Toolkit that help students develop stronger, more complex sentences. These strategies are part of a broader approach to improving writing fluency and sentence structure.

## **CUPS: Capitals, usage, punctuation, spelling**

CUPS is designed to support self-regulation and help students edit and revise their writing. It is typically used as a post-writing check to ensure that students' writing is both clear and correct. It encourages them to independently identify and fix mistakes, which helps build self-efficacy in writing.

## **ARMS: add, remove, move, substitute**

ARMS is used as a revision tool after students have completed a draft. It focuses on improving the content and organization of the writing, rather than just correcting mechanical errors, like CUPS. This strategy encourages students to evaluate their writing more critically and make thoughtful changes to enhance clarity, flow and impact. The self-reflection involved in self-scoring their own work further supports the revision process, as students assess their strengths and areas for improvement, leading to more meaningful revisions and a deeper understanding of their writing.

# Scoring and Goal Setting

In the ThinkSRSD approach, scoring and goal-setting play crucial roles in helping students develop writing skills and track their progress over time. These strategies are designed to build self-regulation, reflection, and a growth mindset in students as they become more aware of their strengths and areas for improvement.

## Scoring

Scoring provides students with clear feedback about their strengths and areas for improvement. This helps them understand what good writing looks like and gives them a target. It also helps students focus on the specific elements of writing they need to improve, making the feedback more actionable. Examples of scales can be found in the [free thinkSRSD resource section](#).

## Goal Setting

Goal setting in thinkSRSD is about helping students set specific, measurable, achievable goals related to their writing progress. When students set their own writing goals, they become more engaged, motivated to improve, reflective and strategic in their learning, which is essential for building self-regulation. Setting goals helps students develop grit and a growth mindset, as they realize that improvement in writing comes with practice and effort over time.