I am happy to hear of your interest in the Self-regulated Strategy Development (SRSD) model for teaching writing, and reading and writing to learn. There is no single curriculum guide or manual for SRSD, as you will see below; but there are books for teachers containing all “meta” lesson plans (teachers develop and tailor their own lesson plans with these model plans as guides), classroom materials for all of our evidence-based strategies, and detailed explanations of how to “do SRSD." *I want to emphasize that all of our “meta” or model lesson plans are for professional development/teacher/parent/tutor learning only –they are not to be used as scripts for instruction; teachers or others must use their judgment in making some adaptations for their students, themselves, and their classroom contexts. The best results, however, are obtained when all elements and characteristics of SRSD instruction are used by teachers (intensity, time, order, grouping, goals, and so on should be adjusted to student and teacher needs).* In addition, you will see 2 groups below with websites on SRSD and who offer PD for teachers. Both offer many free resources and videos as well. I and others who advise these groups and are in some of the videos have no financial relationship with either group.

While SRSD is most often used by teachers (grades 1-12, with Kindergarten teachers often getting involved too!), we are aware of parents using it at home or having tutors learn it to use with their kids. One of our former students published a study of a parent group that swapped SRSD tutoring among their children, so no one had to try and tutor their own child! It was very successful.

Best, Karen

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Let's start here: Why writing matters, what does it take to write well. and why can it be so challenging? This short, fun, and excellent video by Dr. Debra McKeown is the best I have seen at summing this up: <https://www.youtube.com/watch?v=gZJcW2niRDc&list=PL_WH4jf4KBHkG6pLfB6ifRA-kl19LWScM&index=12>

Here is a podcast I recently did, where I address the barriers to getting SRSD and other evidence-based practices in writing instruction in the US. Many of my European colleagues say they face the same or similar barriers: [https://youtu.be/6GbDizv1R3s](https://urldefense.com/v3/__https%3A/youtu.be/6GbDizv1R3s__;!!IKRxdwAv5BmarQ!YOovKjdw_h1UGG5mnHBZnb5UMj78oSvJ7mekANvKJGNmUXUlxEkPdzw1a66zSePPm9c1tR6g5wmrzu3zCMcOfwdTeWdq$)

**SRSD is an evidence-based approach to writing instruction, and reading to learn and write, according to independent groups, with extensive research from grades 1-12 and with adults, for general education and special education students:**

1. SRSD received a rating of “strong evidence” (the highest rating possible, defined as “consistent evidence that the recommended strategies, programs, or practices improve student outcomes for a wide population of students. In other words, there is strong causal and generalizable evidence.” p. 13) in the IES Practice Guide: *Teaching Elementary School Students to Be Effective Writers* (June, 2012; see Section 2; revised 2018). The guide may be downloaded here: <http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf>

2. The IES Practice Guide: *Teaching Secondary Students to Write Effectively* (2016) reviewed research on strategies instruction for secondary students, which included and referenced SRSD research gave a rating of strong evidence to: Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle: <https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_secondary_writing_110116.pdf>

3. Identified as having the strongest impact of any strategies instruction approach in writing in Writing Next: Effective strategies to improve writing of adolescents in middle and high schools, Commissioned by the Carnegie Corporation, <http://www.all4ed.org/publications/WritingNext/WritingNext.pdf>.

4. 2. SRSD research has received strong, favorable ratings from the National Center on Intensive Interventions (formerly the National Center for Response to Intervention): <http://www.intensiveintervention.org/chart/instructional-intervention-tools>

5. SRSD has been deemed an evidence-based practice for underserved students below grade level in writing and students with LD by: Baker, S.K., Chard, D.J., Ketterlin-Geller, L.R., Apichatabutra, C., Doabler, C. (2009). Teaching writing to at-risk students: The quality of evidence for Self-Regulated Strategy Development. *Exceptional Children,* 75, 303-318.

**Current research on reading and writing to learn combining close reading of text with either writing to persuade or to inform:**

We have validated an integrated set of **reading and writing strategies for students in grades 4-6 (ages 9-12) learning to write persuasively about a topic after close reading of an informational text, as required at these grade levels by Common Core State Standards in the US.** (Instruction can be expanded to add additional source texts once students master this beginning stage). Students’ reading of source text and their persuasive writing improved meaningfully in these studies, and students enjoyed learning and using the strategies for close reading, planning and writing, as well as the usual focus on the writing process, aspects of effective writing, and consideration of topic, audience, and purpose. To learn more about teaching this set of reading to writing strategies:

**- Complete professional learning guiding lesson plans (not to be used as scripts), all teacher and student materials, and professional development plans for this set of strategies can be found for free at this link:** <https://figshare.com/articles/pow_tree_twa_for_Writing_Persuasively_from_Source_Text_Lesson_Plans_Materials_and_Tips/5217226/2>   POW+TREE+TWA for Writing Persuasively from Source Text: Lesson Plans, Materials, and Tips, pp. 52-175, Harris & Graham.

-A description of instruction for this set of strategies and sample student work is available in: Harris, K.R., Graham, S., Chambers, A., & Houston, J. (2014). Turning broccoli into ice cream sundaes: Self-regulated strategy development for persuasive writing using informational text. In Gansky, K. (Ed.), *Write now! Empowering writers in today’s K-6 classrooms* (pp. 87-111). Newark, DE: International Reading Association. <https://www.amazon.com/Write-Empowering-Writers-Todays-Classroom/dp/087207353X>. *While this set of strategies can be used in grades 3-6 (with adaptations needed for students already able to do more writing and read more complex text; teachers/others will have to select such texts for instruction using these same strategies, rather than the texts already included here). More advanced strategies for older or more advanced students are found in the Mason et al. book below.*

In addition, we have initial validation of a set of strategies for **1st and 2nd grade students for learning how to do close reading of a content area text (such as science) and then write to inform based on what they have learned.** Our students in two studies have done really well! We plan to share the resources for 2nd grade freely once we have completed final edits; we are still refining resources for 1st grade and will make them available later. The research article is now available with details about the outcomes for these young students: Harris, K. R., Kim, Y-S., Yim, S., Camping, A., & Graham, S. (in press). Yes, they can: Developing transcription skills and oral language in tandem with SRSD instruction on close reading of science text to write informative essays at grades 1 and 2. *Contemporary Educational Psychology.* Online first: <https://doi.org/10.1016/j.cedpsych.2023.102150>

Additional strategies for these and other grade levels are found in the first book below.

**Detailed Print Descriptions of SRSD Instruction and Materials and Policy Concerns:**

**BOOKS**

1. Harris, K. R., Graham, S., Mason, L. H., & Friedlander, B. ***Powerful writing strategies for all students*.** Baltimore, MD: Brookes. This book includes a discussion of how and why to use SRSD for writing, followed by lesson plans for all of the strategies we had developed for elementary through high school students by this time, as well as all teacher and student materials for instruction. All materials can be freely copied for educational purposes; royalties are donated to non-profit agencies supporting children and their parents. Note: this book is less expensive at Amazon.com than it is from the publisher. <https://products.brookespublishing.com/Powerful-Writing-Strategies-for-All-Students-P186.aspx>

2. Mason, L., Reid, R., Hagaman, J. ***Building comprehension in adolescents: Powerful strategies for improving reading and writing in content areas.*** This excellent book was published after the one above. Like the book above, it comes complete with SRSD professional learning lesson plans and all student and teacher classroom materials. This books offers strategies proven to be effective in both reading and writing using the SRSD model of instruction. This book includes reading and writing strategies primarily aimed at the middle and high school grades. <https://products.brookespublishing.com/Building-Comprehension-in-Adolescents-P261.aspx>

3. Graham, S., & Harris, K. R. ***Writing better: Teaching writing processes and self-regulation to students with learning problems***. Baltimore, MD: Brookes. This book provides detail on strategies that have been developed based on careful study of the genre and effective writing across theoretical perspectives and research, how the strategies can be scaled down or scaled up for different students, how genre growth can be continued, and covers the SRSD approach. Strategies useful in elementary through high school are included. <https://products.brookespublishing.com/Writing-Better-P358.aspx>

4. Harris, K., & Graham, S. ***Making the writing process work: Strategies for composition and self-regulation* (2nd Ed.)**. Cambridge: Brookline Books. Our original book, it has greater detail for teachers on how to implement SRSD, continue growth in genres, and develop the self-regulation components here than the books above. There are detailed chapters on preparing, implementing, and evaluating SRSD instruction. <https://www.amazon.com/Making-Writing-Process-Work-Composition/dp/1571290109>

5. Reid, R., Lienemann, T.O., & Hagaman, J. ***Strategy instruction for students with learning disabilities* (2nd Ed.)**. NY: Guilford. This book covers a broad range of research on and application of strategies instruction, going beyond writing/reading. Although the title indicates students with LD, this book includes strategies that can be used will all students as needed.

<https://www.guilford.com/books/Strategy-Instruction-for-Students-with-Learning-Disabilities/Reid-Lienemann-Hagaman/9781462511983>

**ARTICLES**

6. “Thank You for Helping Me Write a Better Paper”: Peer Support in Learning to Write, Anne Mong Cramer & Linda H. Mason; in Harris, K.R., & Meltzer, L. (Eds.) (2015). *The power of peers in the classroom: Enhancing learning and social skills*. NY: Guilford. <https://www.guilford.com/books/The-Power-of-Peers-in-the-Classroom/Harris-Meltzer/9781462521067>

7. Harris, K.R., Ray, A. Graham, S., & Houston, J. (2019). Answering the challenge: SRSD instruction for close reading of text to write to persuade with 4th and 5th grade students experiencing writing difficulties. *Reading and Writing: An Interdisciplinary Journal, 32,* 1345-1357*.*

[https://link.springer.com/article/10.1007/s11145-018-9910-1](https://link.springer.com/article/10.1007/s11145-018-9910-1%208)

[8](https://link.springer.com/article/10.1007/s11145-018-9910-1%208). Graham, S., Harris, K.R., & Beard, K. (2019). Teaching young African American male

students to write using evidence-based practices. *Reading & Writing Quarterly, 35,* 19-29.

9. Graham, S., & Harris, K.R. (2018). An examination of the design principles underlying a Self-Regulated Strategy Development study based on the Writers in Community Model. *Journal of Writing Research, 10,* 139-187*.* <https://www.jowr.org/index.php/jowr/article/view/612>

10. Sandmel, K, Brindle, M., Harris, K.R., Lane, K.L., Graham, S., Little, A., Nackel, J., & Mathias, R. (2009). *Making it work: Differentiating tier two writing instruction with Self-Regulated Strategy Development in tandem with schoolwide positive behavioral support for second graders.* This article details how instruction was differentiated for three second grade students with different behavioral and writing strengths and needs. *Teaching Exceptional Children, 42,* 22-33. <https://journals.sagepub.com/doi/10.1177/004005990904200203>

11. Graham, S., & Harris, K.R. (2016). A path to better writing: Evidence-based practices in

the classroom. *Reading Teacher, 69,* 359-365. <https://ila.onlinelibrary.wiley.com/doi/abs/10.1002/trtr.1432>

12. Harris, K.R., Graham, S., Friedlander, B., & Laud, L. (2013). Bring powerful writing strategies into your classroom: Why and how*. Reading Teacher, 66,* (7), pp. 538-542. <https://ila.onlinelibrary.wiley.com/doi/abs/10.1002/TRTR.1156>

13. Harris, K. R. (2018). Educational psychology: A future retrospective. *Journal of Educational Psychology, 110* (2), 163–173. <http://dx.doi.org/10.1037/edu0000267> Addresses the future of education and the “wicked problems” we face.

14. Harris, K.R., & McKeown, D. (2022). Overcoming barriers and paradigm wars: Powerful evidence-based writing instruction. *Theory Into Practice, 61* (4), 429-442. <https://doi.org/10.1080/00405841.2022.2107334>

15. Harris, K.R. (2021/Oct/Nov/Dec). Evidence-based writing practices: A close look at obstacles in today’s writing instruction. *Literacy Today*, *39* (2), 26-27. <http://viewer.zmags.com/publication/7be1f82d#/7be1f82d/28>

16. Harris, K.R., & Graham, S. (2016). Self-regulated strategy development in writing: Policy implications of an evidence-based practice. *Policy Insights from Behavioral and Brain Sciences, 3,* 77-84.<http://journals.sagepub.com/doi/abs/10.1177/2372732215624216?journalCode=bbsa>

**Sample of the Research Base on Effective Professional Development in SRSD for Writing**

Numerous researchers have found that teachers need approximately 14-16 hours of hands on experience with SRSD, using the Practice-Based Professional Development approach (PBPD), to become comfortable with and ready to use SRSD instruction in the classroom with their students. Studies published to date are listed below; additional studies are underway. Significant and meaningful effects on teachers’ instruction and on students’ writing outcomes were found in each (see Harris et al., 2012, *Journal of Teacher Education*, and McKeown, 2012, for the most detailed descriptions of PBPD for SRSD; one set of PD materials can be found at the figshare link above). *We have also found that some teachers (and parents or tutors) have been able to study the available books and materials independently and use the SRSD instructional model effectively in their classrooms.*

McKeown, D., Brindle, M., Harris, K.R., Sandmel, K., Steinbrecher, T.D., Graham, S., Lane, K.L., & Oakes, W.P. (2019). Teachers’ voices: Perceptions of effective professional development and classwide implementation of self-regulated strategy development in writing. *American Educational Research Journal, 56,* 753-791.

McKeown, D., Brindle, M., Harris, K. R., Graham, S., Collins, A., Brown, M. (2016). Illuminating growth and struggles in elementary classrooms using mixed methods: Practice-based professional development and coaching for differentiating SRSD instruction in writing. *Reading & Writing: An Interdisciplinary Journal, 29,* 1105-1140*.*

Harris, K.R., Graham, S., & Atkins, M. (2015). Tier 2, Teacher implemented writing strategies instruction following practice-based professional development. *Contemporary Educational Psychology.*

Harris, K.R., Lane, K., Driscoll, S., Graham, S., Wilson, K., Sandmel, K., Brindle, M., Schatschneider, C. (2012). Tier 1, teacher-implemented self-regulated strategy development for students with and without behavior concerns. *Elementary School Journal*, 113, 160-191.

Harris, K.R., Lane, K., Graham, S., Driscoll, S., Sandmel, K., Brindle, M., & Schatschneider, C.  (2012) Practice-based professional development for strategies instruction in writing: A randomized controlled study. *Journal of Teacher Education*, 63, 103-119.

Festas, M.I., Oliveira, A.L., Rebelo, J.A., Damião, M., Harris, K.R., & Graham, S. (2015). Professional development in self-regulated strategy development: Effects on the writing performance of eighth grade Portuguese students. *Contemporary Educational Psychology, 40,* 17-27.

***ONLINE POSTINGS REGARDING SRSD THAT MAY BE OF INTEREST***

***(\*\* indicates my personal favorites!) :***

What is SRSD: Karen Harris: <https://srsdonline.wistia.com/medias/gsp911fke0>

Karen Harris talks about what SRSD is AND is NOT – as well as newly validated writing and reading strategies and validated professional development for SRSD: [https://www.youtube.co m/watch?v=gI7cx8Zxvoc](https://urldefense.proofpoint.com/v2/url?u=https-3A__www.youtube.com_watch-3Fv-3DgI7cx8Zxvoc&d=CwMF-g&c=AGbYxfJbXK67KfXyGqyv2Ejiz41FqQuZFk4A-1IxfAU&r=BCoK96KxyTZ0CWOudv-yA0yIWK517nHH4Q1bXFabIZk&m=gYl1qty1e0LVYxdXdJ4CMxwSTAgN4cL6H4LNi7R2oHo&s=Tzw7rVhAFqGpwNXH8kC7hgm0L850mCQwpLMH_iEibxc&e=)

**Professional Development in SRSD for Reading and Writing:**

Two organizations have invested in high quality, research based PD for SRSD with impressive results; their websites offer free access to videos and materials: [*www.thinkSRSD.com*](http://www.thinkSRSD.com)and [*http://srsdonline.org*](http://srsdonline.org)*.* We voluntarily advise both groups, but have no financial agreement with either and receive no financial remuneration.

This article includes this statement from Superintendent Cheryl McWilliams, Pawtucket, RI regarding impressive gains in schools receiving PD and support from thinkSRSD: “These improvements are a testament to the curriculum implementation of Self-Regulated Strategy Development framework where students and teachers have developed a common language about high expectations and the concrete steps needed to meet those expectations.” [https://www.valleybreeze.com/2019-11-05/pawtucket/pawtucket-cited-example-ricas#.XyLSOChKhPY](https://urldefense.proofpoint.com/v2/url?u=https-3A__www.valleybreeze.com_2019-2D11-2D05_pawtucket_pawtucket-2Dcited-2Dexample-2Dricas-23.XyLSOChKhPY&d=DwMFaQ&c=l45AxH-kUV29SRQusp9vYR0n1GycN4_2jInuKy6zbqQ&r=c3rKT9SZ_N-9S-pcSGuikrT1_1tMDNBUdVTuCjKWEVA&m=-3eX_u3Tt4Bw8fm8oQZbWjW-7RhjBaPSpC3BTGph7Ew&s=LWiRnay5EvoaQt2qWy5Vm9M5MLM3kooIhuCyJdWVLcI&e=)

*Selected online resources from both groups follow. See their websites for more. Additional videos can be found on www.thinkSRSD.com, and on: www.SRSDonline.org.*

**1. ThinkSRSD Materials and Tools Are Openly Available At:** [http://www.thinksrsd.com/free-materials/. Some examples are included below. Information on ThinkSRSD’s online courses on SRSD can be found here: https://www.thinksrsd.com/professional-learning/](http://www.thinksrsd.com/free-materials/.%20Some%20examples%20are%20included%20below.%20Information%20on%20ThinkSRSD%E2%80%99s%20online%20courses%20on%20SRSD%20can%20be%20found%20here%3A%20https%3A//www.thinksrsd.com/professional-learning/%20)

Scaffolded organizers remind students to use self-talk, how to use ‘cave-man talk’ to make notes, and to include the subtler parts of a good paragraph in this one:

<http://www.thinksrsd.com/wp-content/uploads/2016/12/Gr-4-TIDE-Scaffolded-images-and-tips.pdf>

In this example, organizers include sentence stems to help earliest writers

[http://www.thinksrsd.com/wp-content/uploads/2016/12/Gr-K-TIDE-Sentence-stems.pdf](https://urldefense.proofpoint.com/v2/url?u=http-3A__www.thinksrsd.com_wp-2Dcontent_uploads_2016_12_Gr-2DK-2DTIDE-2DSentence-2Dstems.pdf&d=DwMFaQ&c=l45AxH-kUV29SRQusp9vYR0n1GycN4_2jInuKy6zbqQ&r=c3rKT9SZ_N-9S-pcSGuikrT1_1tMDNBUdVTuCjKWEVA&m=B6Sx0zCRDCxr8nVIVvtWPeTsYOR_TGp61q8CBpsvCQA&s=M71L-grltTjxk3kZuLC13_VCaoUJ9RyUXs_HS7a-0FU&e=)

Further resources include examples of teacher planning for modeling “think alouds”:

[http://www.thinksrsd.com/wp-content/uploads/2016/12/Lower-Grades-Think-Aloud.pdf](https://urldefense.proofpoint.com/v2/url?u=http-3A__www.thinksrsd.com_wp-2Dcontent_uploads_2016_12_Lower-2DGrades-2DThink-2DAloud.pdf&d=DwMFaQ&c=l45AxH-kUV29SRQusp9vYR0n1GycN4_2jInuKy6zbqQ&r=c3rKT9SZ_N-9S-pcSGuikrT1_1tMDNBUdVTuCjKWEVA&m=B6Sx0zCRDCxr8nVIVvtWPeTsYOR_TGp61q8CBpsvCQA&s=O6alYuE8N-E8-ALuebFp2wwW8p8yQYbd3_5Xt0C1nzM&e=)

***\*\**** Superintendent Bob Mitchell, Rhode Island, talks about the power of self-regulation and peer supports in SRSD in his classrooms, and how one of the poorest cities nearby had some the highest MCAT scores in that state in part due to SRSD: <https://youtu.be/nhQhgtETzHU>

 \*\* ESEA Network article including how SRSD has impacted gains in writing at Worcester Arts Magnet School, Worcester, MA <https://www.eseanetwork.org/ds/schools/worcester-arts-magnet-school>

***\*\**** Pooja Patel describes using SRSD as part of a Kids for Change Project: <http://www.ascd.org/ascd-express/vol9/922-patel.aspx/>

\*\* Allison Lienert talks about the changes in her students' attitudes about writing, which they hatred previously, after SRSD instruction in their first set of strategies <https://www.youtube.com/watch?v=RV1vnAKdKgw&feature=emb_logo>

**Free articles about SRSD** written by teachers currently using SRSD are available here:

[http://www.thinksrsd.com/article-links/](https://urldefense.proofpoint.com/v2/url?u=http-3A__www.thinksrsd.com_article-2Dlinks_&d=DwMFaQ&c=l45AxH-kUV29SRQusp9vYR0n1GycN4_2jInuKy6zbqQ&r=c3rKT9SZ_N-9S-pcSGuikrT1_1tMDNBUdVTuCjKWEVA&m=2xvQPVWCRBg9LDh_ctRrt4OXjNCcc83BpdhKbiLVjpM&s=EXZPoDYLrn3Yt_po5gjAfP0xlXknF1vdN60l-6b21-E&e=)

Links to empirical action research studies led by thinkSRSD’s Leslie Laud & Pooja Patel that have been published in peer review journals:

[http://curriculum640essaywriting.weebly.com/uploads/2/3/9/5/23952407/adding\_flair.pdf](https://urldefense.proofpoint.com/v2/url?u=http-3A__curriculum640essaywriting.weebly.com_uploads_2_3_9_5_23952407_adding-5Fflair.pdf&d=DwMFaQ&c=l45AxH-kUV29SRQusp9vYR0n1GycN4_2jInuKy6zbqQ&r=c3rKT9SZ_N-9S-pcSGuikrT1_1tMDNBUdVTuCjKWEVA&m=B6Sx0zCRDCxr8nVIVvtWPeTsYOR_TGp61q8CBpsvCQA&s=Ln2WkTqjVOMDMi_gQMhmjRfM6jbZkdlo29L8t14eEKk&e=)

[https://files.eric.ed.gov/fulltext/EJ1053793.pdf](https://urldefense.proofpoint.com/v2/url?u=https-3A__files.eric.ed.gov_fulltext_EJ1053793.pdf&d=DwMFaQ&c=l45AxH-kUV29SRQusp9vYR0n1GycN4_2jInuKy6zbqQ&r=c3rKT9SZ_N-9S-pcSGuikrT1_1tMDNBUdVTuCjKWEVA&m=B6Sx0zCRDCxr8nVIVvtWPeTsYOR_TGp61q8CBpsvCQA&s=ww7o8d9mIBa2cR_dIYDguHSa1CidMvndK9Z_-W6jhXk&e=)

*\*\** General SRSD overviews and how to support areas such as scoring or bring voice into writing, also written by Leslie Laud & Pooja Patel in widely circulated teacher publications (AMLE, ASCD)

[https://www.questia.com/magazine/1P3-3654899671/empowering-students-to-write](https://urldefense.proofpoint.com/v2/url?u=https-3A__www.questia.com_magazine_1P3-2D3654899671_empowering-2Dstudents-2Dto-2Dwrite&d=DwMFaQ&c=l45AxH-kUV29SRQusp9vYR0n1GycN4_2jInuKy6zbqQ&r=c3rKT9SZ_N-9S-pcSGuikrT1_1tMDNBUdVTuCjKWEVA&m=B6Sx0zCRDCxr8nVIVvtWPeTsYOR_TGp61q8CBpsvCQA&s=mqfP7NYxJR_dRkfVsRmZHBXaI0AFnW90L4TFhXoIy4w&e=)

[http://www.ascd.org/ascd-express/vol12/1216-patel.aspx](https://urldefense.proofpoint.com/v2/url?u=http-3A__www.ascd.org_ascd-2Dexpress_vol12_1216-2Dpatel.aspx&d=DwMFaQ&c=l45AxH-kUV29SRQusp9vYR0n1GycN4_2jInuKy6zbqQ&r=c3rKT9SZ_N-9S-pcSGuikrT1_1tMDNBUdVTuCjKWEVA&m=B6Sx0zCRDCxr8nVIVvtWPeTsYOR_TGp61q8CBpsvCQA&s=iVzQYcW1APWJTtYt8dnL-BCiZgZqCz2z99WFQqGFeKI&e=)

thinkSRSD **free videos** open to public are posted at this youtube channel:

[https://www.youtube.com/user/Leslielaud/playlists?view\_as=subscriber](https://urldefense.proofpoint.com/v2/url?u=https-3A__www.youtube.com_user_Leslielaud_playlists-3Fview-5Fas-3Dsubscriber&d=DwMFaQ&c=l45AxH-kUV29SRQusp9vYR0n1GycN4_2jInuKy6zbqQ&r=c3rKT9SZ_N-9S-pcSGuikrT1_1tMDNBUdVTuCjKWEVA&m=2xvQPVWCRBg9LDh_ctRrt4OXjNCcc83BpdhKbiLVjpM&s=Ke9_FAPQIBWCoMCR5w56uhzp-7joiNvjKXIS554yST8&e=)

***\*\**** This video shows a 4th grade teacher modeling and leading a think aloud:

[https://www.youtube.com/watch?v=aVCUJiw7Ml8&list=PLaCSZx1BIVJ2L1G-xwqNDOs\_kXc\_yK4vF](https://urldefense.proofpoint.com/v2/url?u=https-3A__www.youtube.com_watch-3Fv-3DaVCUJiw7Ml8-26list-3DPLaCSZx1BIVJ2L1G-2DxwqNDOs-5FkXc-5FyK4vF&d=DwMFaQ&c=l45AxH-kUV29SRQusp9vYR0n1GycN4_2jInuKy6zbqQ&r=c3rKT9SZ_N-9S-pcSGuikrT1_1tMDNBUdVTuCjKWEVA&m=B6Sx0zCRDCxr8nVIVvtWPeTsYOR_TGp61q8CBpsvCQA&s=oek9_9_JT_nR28dBlV0q-Fnhfpitdv5CWuQywUNItZA&e=)

List of key, inspirational videos from others that support goal setting:

[http://www.thinksrsd.com/wp-content/uploads/2014/02/Goal-Setting-Inspirational-Clips.pdf](https://urldefense.proofpoint.com/v2/url?u=http-3A__www.thinksrsd.com_wp-2Dcontent_uploads_2014_02_Goal-2DSetting-2DInspirational-2DClips.pdf&d=DwMFaQ&c=l45AxH-kUV29SRQusp9vYR0n1GycN4_2jInuKy6zbqQ&r=c3rKT9SZ_N-9S-pcSGuikrT1_1tMDNBUdVTuCjKWEVA&m=B6Sx0zCRDCxr8nVIVvtWPeTsYOR_TGp61q8CBpsvCQA&s=ebhnbnWwzClbYQCJhPDAlHKIdkoVp6VZSP7-zHW59fY&e=)

thinkSRSD also provides **free access** to thinkSRSD's full e-learning resource to professors who teach courses on SRSD.

Additionally, thinkSRSD **freely responds** to all questions about how to best use SRSD. Contact us at info@thinkSRSD.com to ask any questions or request any free resources.

**2. SRSDONLINE Resources and Materials Freely Available Include:**

A brief introduction to the SRSDonline course on SRSD instruction on reading to learn

and writing to respond, inform, or persuade: <https://www.youtube.com/watch?v=bpFaeRvwWFo&t=47s>

 ***\*\**** Teachers and students talk about what SRSD has meant to them; district gains are shared: <https://www.youtube.com/watch?v=PmJpzWG3lG0#action=share>

 **\*\***Close reading strategies – reading to learn, and writing to persuade or inform:

 <https://www.youtube.com/watch?v=57eE64ZA9PU>

A five minute introduction video on SRSD’s purpose and the 6 stages: <https://www.youtube.com/watch?v=ARSB8zKeSBs&list=PLyX_2scGz1qNXlHivlC8SCV2PfaAvAH0A&index=4>

Free teacher resources and materials across grades K-12: <https://www.thinksrsd.com/free-resources-to-share/>

A complete set of short videos aimed at teachers to support them in understanding and learning to teach using SRSD can be found at: SRSDOnline Mentor Series: <https://www.youtube.com/playlist?list=PLyX_2scGz1qPnuKSpsTRqPFRM9JBmebgt> . This includes:

Part 1: Integrating SRSD with Process Writing <https://www.youtube.com/watch?v=OKHjHuwkhyA>

Part 2: SRSD Reading Strategies Improve Writing (Graham, Barkel) <https://www.youtube.com/watch?v=LbNFla_thwM>

Part 3: Modeling Techniques Improve Writing <https://www.youtube.com/watch?v=musC2XXmbWo>

Part 4: Assessment Techniques Improve Writing (Steve Graham and others) <https://www.youtube.com/watch?v=vYZFZXNVaCA&t=0s&list=PLyX_2scGz1qPnuKSpsTRqPFRM9JBmebgt&index=3>

Part 5: Genre Knowledge Improves Writing (Harris, Mason, Troia, and Santangelo): <https://www.youtube.com/watch?v=2U2ycqZ9cbc&t=0s&list=PLyX_2scGz1qPnuKSpsTRqPFRM9JBmebgt&index=2>

Part 6: SRSD Self-Regulation Components Conquer Special Needs Issues (in general ed classrooms; teachers interviewed): <https://www.youtube.com/watch?v=AnRNw-l6Gzc&t=2s&list=PLyX_2scGz1qPnuKSpsTRqPFRM9JBmebgt&index=1>

ANDY BRADFORD, Principal, FOX INTERMEDIATE SCHOOL, Wisconsin talks about how SRSD got started by excellent teachers who were also risk takers, outcomes for middle schoolers, and how SRSD became part of their school (not video): <https://srsdonline.org/srsd-success-andy-bradford-principal-fox-intermediate-school/>

How does SRSD boost Writers’ Workshop? <https://srsdonline.wistia.com/medias/a8dqkvx8pz>

Martha Dowell shares how she models the story writing strategy with first and second graders: <https://www.youtube.com/watch?v=4-zVG38kBcU>

**Teacher Getting Ready to Model for Her Class:**

Eagle gets his take-out dinner – special ed teacher prepares to work with a group of students with behavioral challenges: <https://srsdonline.wistia.com/medias/6rfg01jg5t>

**Teachers Working with Their Classes:**

POW + TIDE at 1st grade (informative) MTSU writing project: <https://srsdonline.wistia.com/medias/isn1m67tlo>

Vivian Nelson models TAP and COUNT (a set of planning and composing strategies developed in Maryland for writing to persuade): <https://srsdonline.wistia.com/medias/b8zcfvsi2u>

You can find additional SRSDOnline YouTube videos at <https://www.youtube.com/channel/UCGCIZSvbY5LfTDwBWjfzH6g/feed>

***Searching SRSD or Self-Regulated Strategy Development on you tube will locate a number of teacher and student produced videos, as well as some presentations by SRSD researchers. For example (see*** [***https://www.youtube.com/results?search\_query=srsd***](https://www.youtube.com/results?search_query=srsd) ***)***

\*\*Karin Sandmel models the story writing strategies and writing process for 3rd-4th graders:

<https://www.youtube.com/watch?v=YbQvpIUYX8Y>

**Additional FREE Online Resources**

**The IRIS Center, Vanderbilt University:**

A free, online interactive tutorial on SRSD is available through IRIS at: ]<http://iris.peabody.vanderbilt.edu/pow/chalcycle.htm> This module outlines and describes the process for teaching students the POW+TREE strategy. To learn about SRSD and implementing a story writing strategy, visit the “Using Learning Strategies: Instruction to Enhance Student Learning.” From the IRIS homepage, select Resources. In the *Pick One* box, click on Learning Strategies. Then, in the *Select* box, click on Modules. In the *Link to Resources* box, scroll down and click on the module titled “Using Learning Strategies: Instruction to Enhance Student Learning.” Here is a direct link to the module: <http://iris.peabody.vanderbilt.edu/srs/chalcycle.htm> This module outlines and describes the SRSD approach and how to use the POW + WWW strategy.
**Usar las estrategias de aprendizaje -** En este mdulo figura el modelo del desarrollo de estrategia autorregulado ("Self-Regulated Strategy Development Model" o SRSD), lo cual contiene los seis pasos necesarios para implementar de manera eficaz cualquier estrategia instructiva y enfatizar el tiempo y el esfuerzo que se requieren para hacerlo. Para acceder este mdulo, visite <http://iris.peabody.vanderbilt.edu/srs_spanish/chalcycle.htm>

The IRIS case study, Written Expression: Grades 2-5, may also be of interest. Students who have difficulties with writing often demonstrate little knowledge about the process involved. Specifically, these students have difficulty with what are called the lower-level skills (e.g., handwriting, spelling, grammar) as well as the higher-level skills (e.g., idea formulation and topic selection, planning, producing, organizing and revising text). This case study set presents a number of writing strategies to help students in the elementary and middle-school grades who need more help with writing. Written Expression: Grades 2-5 can be found by accessing the IRIS Resource Locator, or by going to <http://iris.peabody.vanderbilt.edu/case_studies/ICS-013.pdf>

IRIS also has a module on teaching study skills strategies that is very helpful. SRSD is not limited to use in writing; the same method can be used to teach study strategies (and math and reading strategies, as research has shown). These modules and more information about strategies instruction approaches can be found at: <http://iris.peabody.vanderbilt.edu/module/ss1/>and at <http://iris.peabody.vanderbilt.edu/module/ss2/>

\* Searching SRSD or Self-Regulated Strategy Development on you tube will locate a number of teacher and student produced videos, as well as some presentations by SRSD researchers. Additional videos can be found on [www.thinkSRSD.com](http://www.thinkSRSD.com), and on: [www.SRSDonline.org](http://www.SRSDonline.org). In addition, you can find SRSDOnline YouTube videos at <https://www.youtube.com/channel/UCGCIZSvbY5LfTDwBWjfzH6g/feed>.