CHAPTER 3: WEBSITE USER'S MANUAL

NAVIGATION GUIDE FOR SELF-REGULATION AND WRITING
STRATEGIES

This section of the report is dedicated to explaining how to use and navigate the

Self-Regulation and Writing Strategies website.

Background

Many students are reluctant writers (EQAO, 2016). Writing is a critical skill to

possess in order to be successful in our society (see chapter 2 for more information).

Self-Regulated Strategy Development is a six-stage instructional model that can be used

with reluctant writers of any age that explicitly teaches and guides students in the area of

writing skill development as well as develops self-regulation amongst learners (Graham

et al., 2006; Harris & Graham, 2016). Through using this model, students will enhance

their metacognitive and self-reflective skills, and increase their intrinsic motivation

(Graham et al., 2006). Extensive research by Graham and his colleagues (2006) has

shown that explicitly teaching writing strategies in combination with Self-Regulated

Strategy Development to students in junior grades has a substantial impact on developing

efficient independent work habits (Graham et al., 2006). These work habits can have a

positive influence on secondary and post-secondary academic outcomes, and employment

opportunities (Graham et al., 2006; Harris & Graham, 2016).

Purpose

This website was created "by teachers for teachers," with the purpose of

educating teachers about Self-Regulated Strategy Development, and how to implement

this instructional model in your classroom. Teaching is a busy and challenging profession. There is significant research available to inform teachers' practices, but this can be extremely time consuming, and where do you start? Thus, creating research-based resources geared directly towards teachers and classroom practice can facilitate the transfer and implementation of this valuable knowledge into classrooms, and be utilised to assist students in developing the skills they need to be successful. These resources allow teachers to have the content and pedagogical knowledge to effectively implement well-supported writing programs. The purpose of this project, therefore, is to create a research-based resource about Self-Regulated Strategy Development that teachers can immediately use in their classrooms to meet the individualized needs of learners and help students develop effective writing skills.

This User's Manual explains what information, resources, and supported research are located on each page. In addition, there are videos, pictures, diagrams, charts, printable classroom templates, student exemplars, and teacher testimonials, to assist teachers in implementing the Self-Regulated Strategy Development instructional model in their classrooms.

Outline

This User's Manual will go through each of the five webpages to assist user's in navigating the website and effectively finding the information they are looking for.

To access the website go to: **https://jaclynlinseman9.wixsite.com/self-regulation.**

The website is broken down into **five main pages**:

1. **Home**

2. **Self-Regulation**

3. **Metacognition**

4. **Motivation**

5. **Writing Strategies**

Across the top of the home page there are five clickable tabs that each lead to a new page

(Self-Regulation, Metacognition, Motivation and Writing Strategies).

Figure 1. Home page. This figure illustrates the homepage with five tabs across the top.

Home Page

This page serves as a general hub of information, consisting largely of diverse

blog posts (see images below) highlighting current research, and recommended books/

resources. Topics include (but are not limited to):

• Welcoming viewers to the site with an introduction and rationale

• Why should teachers teach children Self-Regulated Strategy Development?

• What makes Self-Regulated Strategy Development different from teaching Self-

Regulation?

- Writer's Workshops in the classroom

- Book Review "Helping Young Writers Master the Craft: Strategy Instruction & Self- Regulation in the Writing Process" by Karen Harris and Steve Graham

- Self-Regulated Strategy Development Mentor Series (6 part YouTube series)

- A classroom using Self-Regulated Strategy Development

These blog posts provide valuable snap shots of information. One post titled "Self-Regulated Strategy Development Mentor Series," specifically goes through the stages involved in implementing SRSD in the classroom, explained in a six-part series by creator, Dr. Karen Harris (Harris, 1982; Harris & Graham, 2016). Dr. Karen Harris explains that Self-Regulated Strategy Development is a gradual release framework that empowers teachers to effectively and explicitly teach writing while simultaneously assisting students in developing the self-regulation skills required to take responsibility for their own writing (Harris & Graham, 1996; Harris & Graham, 2016). Another post titled "Writer's Workshops in the Classroom," focuses on Lucy Calkins' Writer's Workshops, explaining what they are, why they are effective, and how to implement them in the classroom. The purpose of a Writer's Workshop is to make writing meaningful, and authentic, and ultimately help students become independent writers (Calkins, 2006; Calkins & Harwayne, 1987). A Writer's Workshop consists of a series of steps designed to help students develop their writing fluency and build students' confidence as writers through continuous and repeated exposure to the writing process (Calkins, 2006). The posts go into specific details, with step-by-step assistance in implementing these instructional models and strategies in the classroom.

To read the full blog post, simply click "keep reading", and the full post will be displayed. Within each blog post, there are tagged key words (such as self-regulation, literacy, writing strategies, etc.) and when you click on any of these key words, you can find out more about those topics throughout the webpages. The blog posts have pictures, diagrams, current research, classroom application tips, additional resources and references for further inquiry. These are the current blog posts, but more will be added as the website grows. There is a question and comment box for user inquiries, so as user's inquire about certain topics, additional posts will be added as well as regular posts from website creator.

See Home page below and sample screen shots of several blog posts.

Figure 2. Home page. This figure illustrates the various components on the Self-Regulation and Writing website including two blog posts.
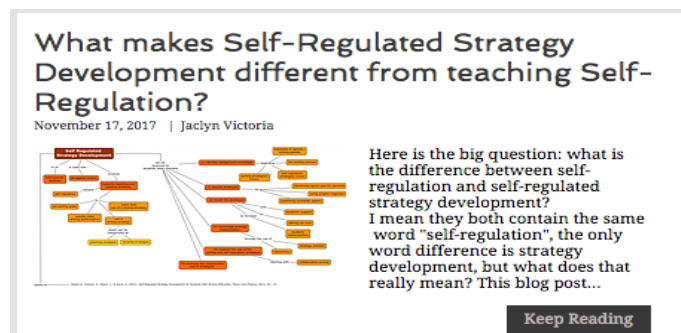

Figure 3. Blog post exploring the differences between Self-Regulation and Self-Regulated Strategy Development.
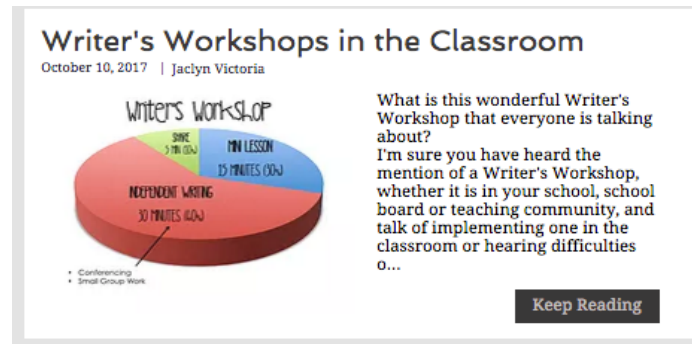
Figure 4. Blog post examining Writer's Workshops. This figure illustrates what a writer's workshop looks like, sounds like and feels like in a classroom.
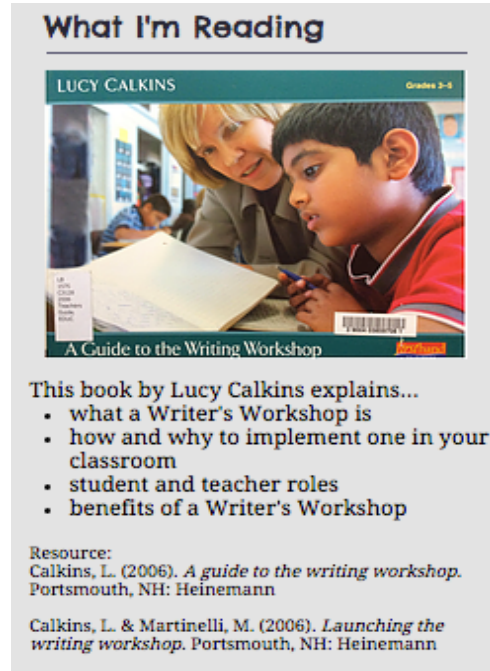

Figure 5. Blog post about Self-Regulated Strategy Development. This figure illustrates the six part video series located on YouTube. SRSD creator, Dr. Karen Harris explains in detail how to implement this instructional model in the classroom.

Figure 6. Blog post exploring a primary classroom using Self-Regulated Strategy Development.

On the home page, there are snap shots from books, such as "The Nuts and Bolts of Teaching Writing" and "A Guide to the Writing Workshop" by Lucy Calkins.

How to Teach Effective Writing

LUCY CALKINS
The Nuts and Bolts of Teaching Writing

The Nuts and Bolts of Teaching Writing touches on several key aspects of writing including:
- Writer's Workshops
- conferencing with students
- explicit literacy instruction
- designing mini-lessons
- supporting English Language Learners

Resource: Calkins, L. (2003). *The nuts and bolts of teaching writing.* Portsmouth, NH: Heinemann

What I'm Reading

LUCY CALKINS   Grades 3-5
A Guide to the Writing Workshop

This book by Lucy Calkins explains...
- what a Writer's Workshop is
- how and why to implement one in your classroom
- student and teacher roles
- benefits of a Writer's Workshop

Resource:
Calkins, L. (2006). *A guide to the writing workshop.* Portsmouth, NH: Heinemann

Calkins, L. & Martinelli, M. (2006). *Launching the writing workshop.* Portsmouth, NH: Heinemann

Figures 7 & 8. Books by Lucy Calkins. This figure illustrates the title pages of two popular books about writing written by Lucy Calkins along with brief bullet summary points of the texts.

Self-Regulation Page

The self-regulation page can be accessed by clicking on self-regulation at the top of the page or go to https://jaclynlinseman9.wixsite.com/self-regulation/self-regulation.

Figure 9. This figure illustrates the self-regulation page.

The Self-Regulation page is filled with information about Self-Regulation and Self-Regulated Strategy Development, and how to teach students these essential skills. As previously explained in the literature review, Self-regulation is the ability to monitor

and modulate cognition, emotion and behaviour to accomplish one's goal and/or adapt to the cognitive and social demand of specific situations (Timmons, Pelletier, & Corter, 2016; Bauer & Baumeister, 2011). Self-Regulated Strategy Development is an instructional model to teach writing that strengthens student's abilities to self-regulate their emotions, behaviour and cognition, leading to higher academic success (Graham & Harris, 2006). On this page, there is detailed research-based resources and information to facilitate the implementation of Self-Regulated Strategy Development into classroom practice.

Sub-sections include:

- What is self-regulation and why is it important to teaching?
- Self-Regulation as one of the six core learning skills as listed by the Ontario Ministry of Education Growing Success Document
- Self-Regulated Strategy Development (SRSD) Six Stage Instructional Model
- Goal and purpose of SRSD
- What does self-regulation look like in the classroom?
- The role of students and teachers in effectively implementing the SRSD Model
- Testimonials from teachers using SRSD in their classrooms
- Direct links to writing, metacognition and motivation (and in text explanations)

In addition, there are YouTube videos, TedX Talks, video testimonials from teachers, diagrams, additional resources, and direct links to books and journal articles.

Self-Regulation Strategy Development

Self-Regulated Strategy Development focuses on helping students develop strong and effective writing skills while supporting the development of self-regulation. This strategy equips students with the tools and strategies to become **effective independent writers**, who can **self-regulate**, are motivated, metacognitive and reflective of their own learning.

Self-Regulated Strategy Development is a <u>six stage model</u> that can be taught in conjunction with any genre specific writing strategy to **increase student intrinsic motivation, enhance independent learning skills** and **encourage positive work habits** leading to higher **academic achievement** in writing (Glaser & Brunstein, 2007).

Self-Regulation Strategy Development is a **gradual release framework** that empowers teachers to effectively and explicitly teach writing, while assisting students in developing **self-regulation skills** required to take **responsibility** for their own writing and become effective writers (Graham, 2006). This model encourages students to monitor, evaluate, and revise their writing, in turn reinforces self-regulation skills and independent writing (Graham, 2006).

Graham and Harris (2006) Self-Regulated Strategy Development:

1. Develop background knowledge
2. Discuss it
3. Model it
4. Memorize it
5. Support it
6. Independent use

Figure 10. Self-Regulated Strategy Development. This figure examines the six stages in the SRSD model and the proceeding text (on the website) goes on to explain in step-by-step details for easy classroom application.
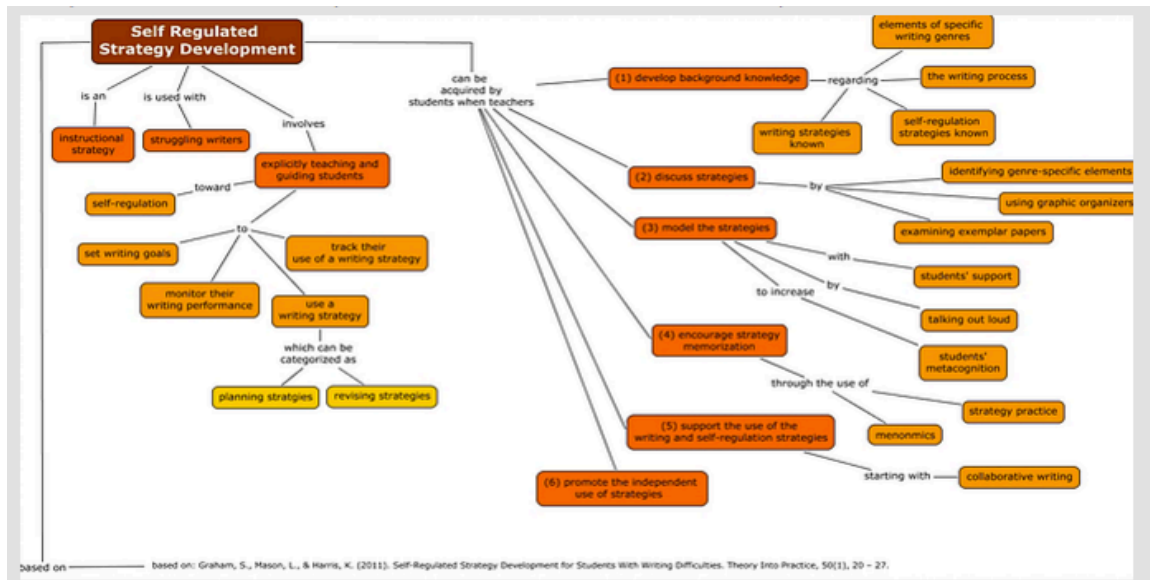

Figure 11. Self-Regulated Strategy Development. This figure illustrates the breakdown of SRSD including what it is, who is involved, and how it works. (Graham, Mason, & Harris, 2011).

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Here is a snap shot of a video link demonstrating the Self-Regulated Strategy Development instructional model in action in a primary classroom. The Self-Regulated Strategy Development creator, Dr. Karen Harris explains in detail what this model is and how it works in the classroom (illustrated by figure 12). Moreover, there is a link to her YouTube channel with 150 plus resources and videos about this model.
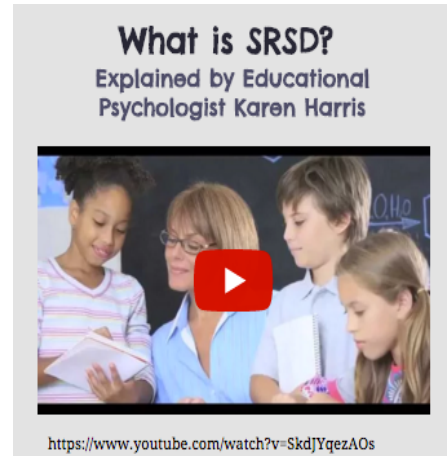

What is SRSD?
Explained by Educational Psychologist Karen Harris

https://www.youtube.com/watch?v=SkdJYqezAOs

Figure 12.

Dr. Karen Harris is an educational psychologist and special educator who researched learning strategies and self-regulation amongst elementary students with learning challenges. She developed this instructional model to assist reluctant writers in developing independent writing skills while enhancing self-regulation skills. She has more than 35 years of teaching experience and research in the field of psychology and education, and this model has been successfully implemented in numerous classrooms since the early 1990's (Harris & Graham, 1992; Harris & Graham, 1996). Additionally, there are testimonials from teachers who have effectively implemented this SRSD model in their classrooms. With one teacher stating how much of an improvement he saw in just a few short weeks, "SRSD makes students want to write" (Graham et al., 2006).

"SRSD is NOT a scripted program. It is a pedagogical framework and a collection of best practices, which can be incorporated and integrated into your existing program."

- *Dr. Karen Harris* (2006)
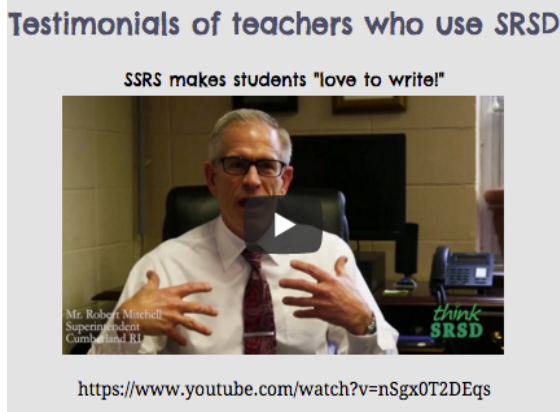
Figures 13 & 14. These figures illustrate video testimonials from teachers who use SRSD in their classrooms. They share about their personal experiences and how this improved student learning and achievement in their classes.

At the bottom of the page, viewers will find additional printable resources, academic references, website and book links (example below).

Additional Resources

Check out these websites for more information:

THINK SRSD http://www.thinksrsd.com/self-regulated-strategy-development/

LD @ School: Combining Writing and Self-Regulation Strategies: The SRSD Approach https://www.ldatschool.ca/srsd/

Literacy Information and Communication Centre https://lincs.ed.gov/state-resources/federal-initiatives/teal/guide/strategydev

Metacognition Page

The metacognition page can be accessed by clicking on metacognition at the top of the page or go to https://jaclynlinseman9.wixsite.com/self-regulation/metacognition.
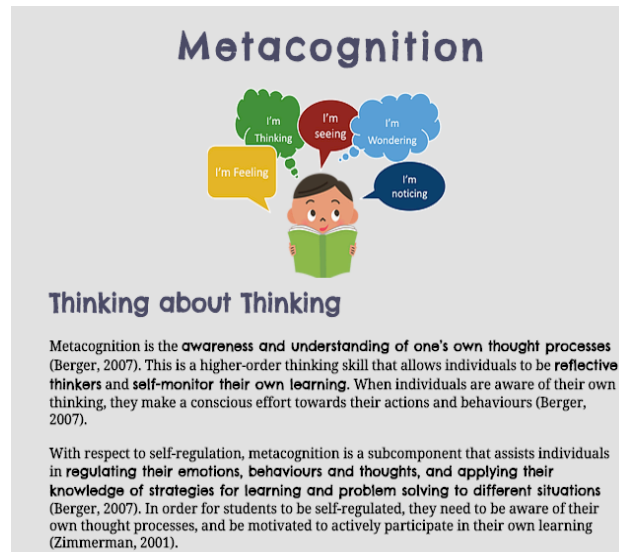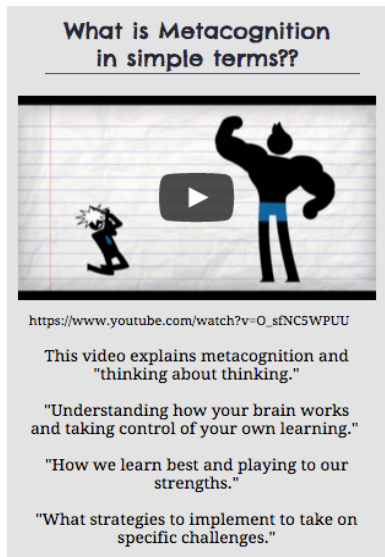

Figure 15. This figure illustrates the metacognition page.

On the Metacognition page, there is information and videos explaining metacognition, "thinking about thinking," what role it plays in the Self-Regulated Strategy Development and writing, and why this is beneficial for students.

As previously mentioned in the literature review, metacognition is a higher order skill that allows individuals to be aware and understand their own thought processes (Berger et al., 2007). When students are self-regulating, they are being self-reflective of their own thought processes and self-monitor their own learning, triggering metacognitive processes (Zimmerman, 2011). Metacognition is important for students to process information and grow as learners, and through implementing the Self-Regulated Strategy Development model, this critical skill is developed (Berger et al., 2007).

Sub-sections include:

- What is metacognition?

- Metacognitive processes

- How to encourage and enhance metacognition in learners?

- Connection between metacognition and self-regulation

- How metacognition fosters writing success?

What is Metacognition in simple terms??

https://www.youtube.com/watch?v=O_sfNC5WPUU

This video explains metacognition and "thinking about thinking."

"Understanding how your brain works and taking control of your own learning."

"How we learn best and playing to our strengths."

"What strategies to implement to take on specific challenges."

Metacognition

Thinking about Thinking

Metacognition is the awareness and understanding of one's own thought processes (Berger, 2007). This is a higher-order thinking skill that allows individuals to be reflective thinkers and self-monitor their own learning. When individuals are aware of their own thinking, they make a conscious effort towards their actions and behaviours (Berger, 2007).

With respect to self-regulation, metacognition is a subcomponent that assists individuals in regulating their emotions, behaviours and thoughts, and applying their knowledge of strategies for learning and problem solving to different situations (Berger, 2007). In order for students to be self-regulated, they need to be aware of their own thought processes, and be motivated to actively participate in their own learning (Zimmerman, 2001).

Figures 16 & 17. Metacognition page. This figure illustrates the definition of metacognition along with a YouTube video explaining it in simple terms. In the video, metacognition is referred to as "understanding how your brain works and taking control of your own learning."

There are YouTube videos, TedX Talks, additional resources, and direct links to books and research. One TedX Talk entitled, "Mindful Metacognition: How one word can spark a thousand stories" will inspire individuals to think about their word selection, and how the words we choose are reflected through our personal experiences, which can foster strong connections and encourage writing (Gorlewski & Greene, 2011).

TEDx Talks 2017
Mindful Metacognition: How One Word Can Spark a Thousand Stories

Source: https://www.youtube.com/watch?v=WWuBbkiVO7A

Figure 18. This figure illustrates a valuable Ted Talk explaining what metacognition is and how one word can spark a thousand stories as a connection to writing development.

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Motivation Page

The motivation page can be accessed by clicking on motivation at the top of the page or go to https://jaclynlinseman9.wixsite.com/self-regulation/motivation.

Figure 19. This figure illustrates the motivation page.

This page contains information about motivation and the connections between motivation, self-regulation and writing. To be an effective writer, students need to be intrinsically motivated (Ryan & Deci, 2000). Through implementing the Self-Regulated Strategy Development instructional model, student's motivation is increased because they are more engaged in the writing process, and writing is purposeful, authentic and meaningful (Graham et al., 2006). Writer's Workshops encourage students to take on the role of authors, and through this scaffolded learning, students are more interested in writing and motivated to do their best work (Calkins, 2003).

Sub-sections include:

- The types of motivation: intrinsic, extrinsic and amotivation
- Benefits of intrinsic motivation for young writers
- How to encourage motivation in young writers
- Connection between self-regulation and motivation

See diagram below for the three types of motivation (amotivation, extrinsic, and intrinsic

motivation). There is detailed information about how to encourage intrinsic motivation for reluctant writers in your classroom.

Figure 20. This figure illustrates two types of motivation (Ryan & Deci, 2000).

Writing Strategies Page

The writing strategies page can be accessed by clicking on writing strategies at the top of the page or go to https://jaclynlinseman9.wixsite.com/self-regulation/writing-strategies.

Figure 21. This figure illustrates the writing strategies page (the last tab across the top).

Writing is a critical skill to be successful in the twenty-first century. Individuals use writing continuously throughout their daily lives, whether it is composing a short email, answering a text message, or writing an academic essay. Writing is a foundational skill that significantly affects individuals' abilities to pursue post-secondary studies and employment opportunities (Tracy et al., 2009). Writing can be challenging for young

learners, thus Self-Regulated Strategy Development can bridge this gap, and assist reluctant writers in developing effective writing skills.

Self-Regulated Strategy Development taught in conjunction with a specific writing strategy will improve student's writing as well as improve self-regulation, metacognition, and intrinsic motivation (Graham et al., 2006). This instructional model is taught using a report writing strategy, and the following steps are explained in detail on the website. This instructional model and knowledge is transferable to other uninstructed genres such as narrative or persuasive (Tracy et al., 2009). Throughout this page, there are several detailed sections including the importance of writing, teaching writing, and Writer's Workshops.

Writing sub-sections include:

- Why is writing important in today's society?

- How much time is spent writing in elementary school?

- The Balanced Literacy Diet

- Teaching a report writing strategy in combination with SRSD

- Writer's Workshops

- How SRSD enhances a Writer's Workshop

- Mnemonics to teach writing strategies

- The writing process: prewriting, drafting, revising, editing, and publishing

- Writing strategies that are effective for all types of learners

- D.E.W. Drop Everything and Write

- Writing Prompts for kindergarten to adult writers

- Graphic Organizers (what are they, why and how to use them)

The writing page starts with exploring the problem surrounding writing and challenges that students face, such as not knowing where to start when writing or rushing through the planning stage (Bogard & McMackin, 2012). Followed by how much time is spent writing in elementary school and the writing pyramid.
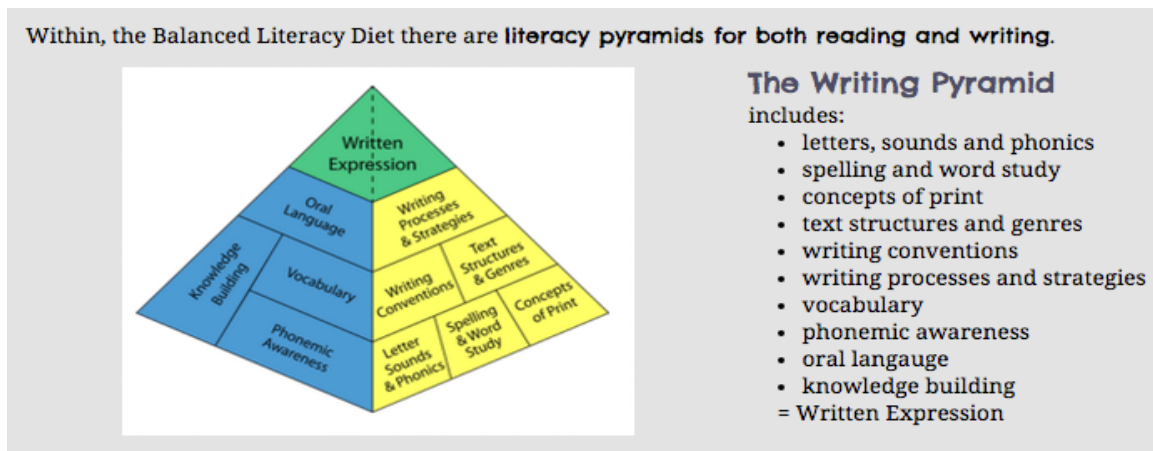

Figure 22. This figure illustrates the Balanced Literacy Diet writing pyramid (OISE, 2018). These are critical skills for students to become independent writers.

Once the importance of writing is established and how much time is spent in school learning to write, this knowledge is built upon through the exploration and explanation of Writer's Workshops. What are Writer's Workshops? Why are they important? What do they look like, sound like and feel like in an elementary classroom? Lucy Calkins explains that a Writer's Workshop is when students take on the role of working authors and spend time engaged in the act of writing, leading to the development of independent skills (Calkins, 2003).

Figure 23. This figure illustrates the time breakdown for a Writer's Workshop (OISE, 2018).

Further down the page, Self-Regulated Strategy Development is taught in conjunction with a writing strategy. An example is modelled and scaffolded through the use of a six-step Report Writing Strategy (Graham et al., 2006). Within this strategy, mnemonics are used (such as tree or power), writing

Figure 24. This figure illustrates an elementary writing mnemonic (POW or TREE) that can be taught within the SRSD model. Mnemonics help students remember and recall the writing steps.

prompts, student choice and voice, Writer's Workshops, student conferencing, group work, guided writing, going through the stages of writing (writing process) which gradually leads to effective and successful independent writing. Mnemonics are a powerful tool to support reluctant writers as it provides structure and can be more easily remembered and followed (Glaser and Brunstein, 2007; Harris & Graham, 2016). The six-stage report writing strategy is listed in detail along with how self-regulation, metacognition, and motivation are interwoven into the steps.
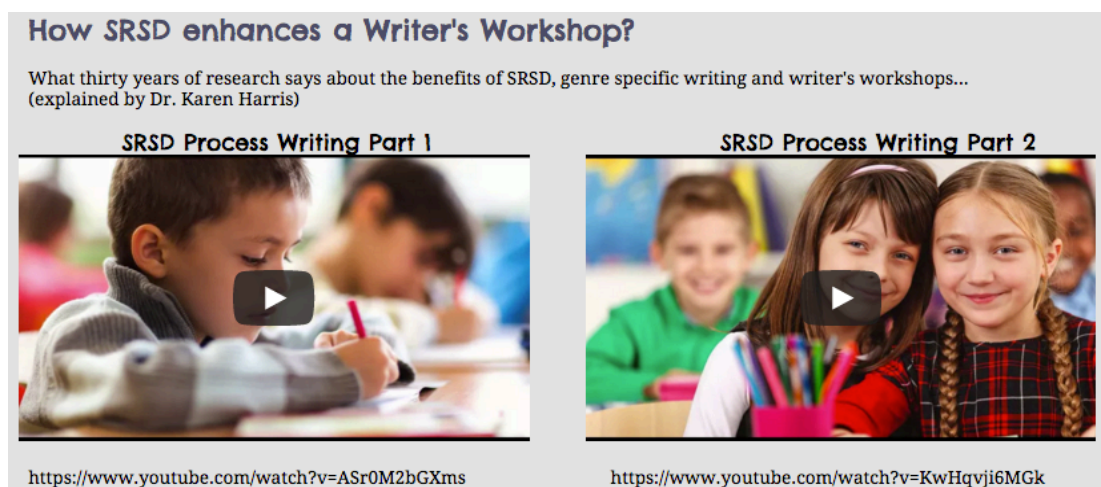

Figure 25. This figure explains how Self-Regulated Strategy Development can be incorporated into Writer's Workshops and used to improve student academic achievement in writing.

The writing page combines information about self-regulation, motivation and metacognition, and how these ideas together help students develop effective writing skills. Moreover, ther are examples of what this looks like, sounds like, and feel like in the classroom. Teachers also have access to supplementary websites with free printable and downloadable resources such as the graphic organizers below.
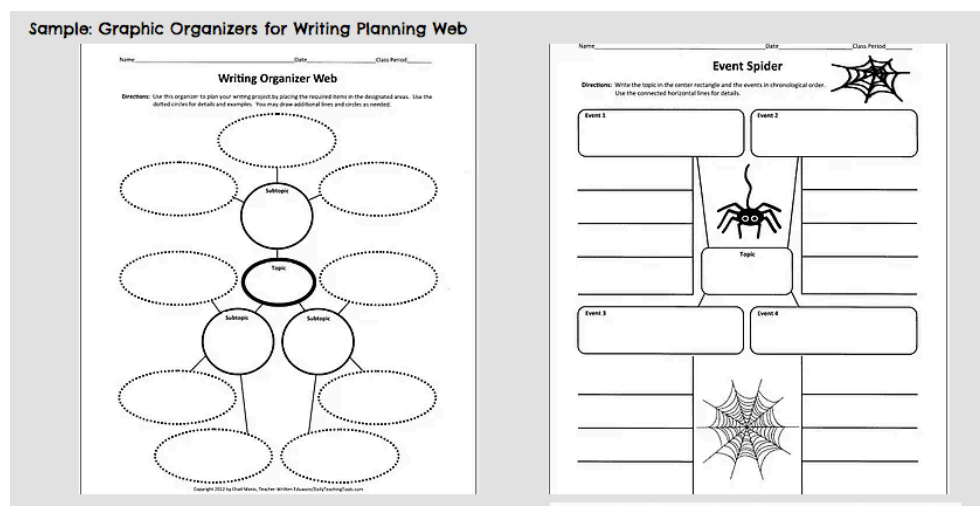

Figure 26. This figure illustrates additional printable resources including a graphic organizer and peer-editing sheet.

Finally, at the bottom of this page, there are printable templates for graphic organizers and peer assessment checklists, links to websites including the Balanced Literacy Diet and Reading Rockets, YouTube videos, tutorials, TEDx Talks, examples of student writing, additional resources, books and more!

This *Self-Regulation and Writing Strategies* website is a step-by-step guide on how to effectively implement the six-stage Self-Regulated Strategy Development instructional model while teaching writing strategies to students. This research based-resource is supported by empirical research with references to journal articles for

supplementary learning. In addition, to examining self-regulation and writing, there are

copious amounts of information about enhancing metacognition and motivation in young

learners, and the substantial benefits of these skills. This website is geared towards

teachers with tips, resources, and videos to support the successful implementation of this

instructional model in all classrooms. Lastly, there is an email address, where viewers

can request additional information and ask clarification questions.

Writing is important. Self-Regulated Strategy Development is a researched

instructional model that can make a difference in all learners, and help them develop the

writing skills that they need to achieve their maximum potential (Harris et al., 2012;

Graham & Harris, 2016).

Happy Teaching, Colleagues!