

Taking Charge! Promote Self-Regulated Learning

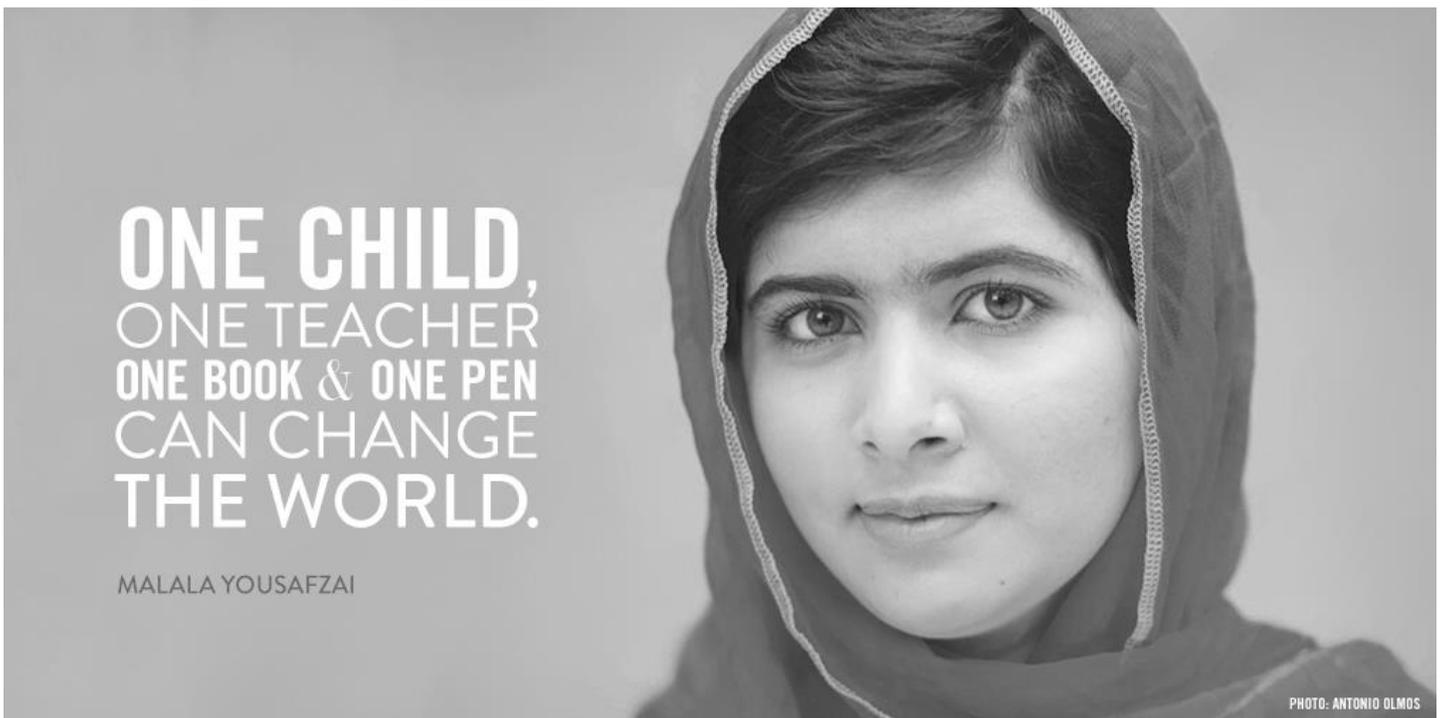
Leslie@thinkSRSD.com

Self-Regulated Strategy Development Six Stages

Teaching Flow	6 Stages
<p>What matters?</p> <ul style="list-style-type: none"> • Develop meaningful tasks that matter • Build enthusiasm 	Develop
<p><i>Reveal features of strong writing, explicitly</i></p> <p> Routine 1: Evaluate exemplars</p> <p><i>Reveal processes for writing, explicitly</i></p> <p> Routine 2: Planning</p> <p> Routine 3: Revision</p> <p><i>Initiate self-regulation</i></p> <p> Routine 4: Self-talk</p> <p> Routine 5: Think-alouds (emphasize self-regulation)</p> <p> Routine 6: Collaborative practice</p> <p><i>Track feedback and goals</i></p> <p> Routine 7: Scoring, graphing and goal setting</p> <p> Routine 8: Peer-conferring</p>	<p>Discuss</p> <p>Model</p>
<p>Everyday routines</p> <ul style="list-style-type: none"> • Daily reinforce self-regulation, including memory aids 	Memorize
<ul style="list-style-type: none"> • Data-guided mini lessons/writing block integrate in: <ol style="list-style-type: none"> 1. Evaluate exemplars & <i>published texts</i> 2. <i>Curriculum embedded</i> collaborative practice 3. Self/peer-scoring and goal setting 4. <i>Data-guided flexible group skill practice, as needed</i> 5. <i>Your program/approach lessons</i> • Release, fade supports and foster personalization 	Support
<ul style="list-style-type: none"> • Self-regulate independently • Facilitate transfer and maintenance 	Independence

Malala Yousafzai

Ever since the young Pakistani girl, Malala Yousafzai, was 11, she has been fighting for girls' education. Despite negative experiences, she showed the world how to change them into positive actions. Malala was threatened by the Taliban and actually shot just for advocating girls' education. Education is for everyone. It's sexist to barricade girls' basic right to education. Malala continued to work to send a message to the world about the education of girls and to stand up to the Taliban. The death threat from the Taliban only encouraged Malala. It's very risky to continue standing because she was threatened more. 31 million girls got to go to school because of Malala's courage and confidence in advocating. With this power, she may have made schools for 31 million girls to attend, but she will only keep fighting the Taliban until she wins the war for all girls' education. If Malala didn't survive the gunshot or was too afraid to keep speaking up, the 31 million girls who Malala was able to reach and can go to school today wouldn't be in school.





POWRE + TIDE

P - Pick Idea(s)

O - Organize my notes

W - Write and say more

R - Revise

E - Edit

+

T- Topic introduction

Did I respond to topic?

I - Important evidence

Did I develop the topic?

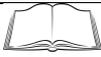
D – Detailed examination

Did I examine the evidence?

E- End

Does conclusion relate and extend?

Ever since the young Pakistani girl, Malala Yousafzai, was 11, she has been fighting for girls' education. Despite negative experiences, she showed the world how to change them into positive actions. Malala was threatened by the Taliban and actually shot just for advocating girls' education. Education is for everyone. It's sexist to barricade girls' basic right to education. Malala continued to work to send a message to the world about the education of girls and to stand up to the Taliban. The death threat from the Taliban only encouraged Malala. It's very risky to continue standing because she was threatened more. 31 million girls got to go to school because of Malala's courage and confidence in advocating. With this power, she may have made schools for 31 million girls to attend, but she will only keep fighting the Taliban until she wins the war for all girls' education. If Malala didn't survive the gunshot or was too afraid to keep speaking up, the 31 million girls who Malala was able to reach and can go to school today wouldn't be in school.

<p>T</p>	<p>Topic Introduction Context (time/place, definition, titles/summary): Coherent focus: TS:</p>	
<p>I D</p>	<p>Important Evidence </p> <p>t-</p> <p>i-</p>	<p>Detailed Examination </p> <p>d-</p>
	<p>Important Evidence</p> <p>t-</p> <p>i -</p>	<p>Detailed Examination</p> <p>d-</p>
	<p>Important Evidence</p> <p>t-</p> <p>i -</p>	<p>Detailed Examination</p> <p>d-</p>
<p>E</p>	<p>Ending</p>	

SRP

(Self-regulation Plan)

#Candoit!

POWRE+TIDE

Better topic intro

Eyes on paper!

Pick ideas →

Pull apart prompt

Do what?

Pick ideas from text

Before I read

While I read

After I read

Organize →

Topic Introduction

Important Evidence

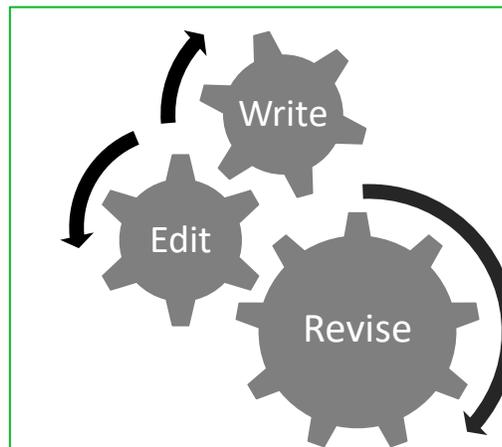
Detailed Examination

End

Write

Revise →

Edit



Goal Setting Menu		Pts	Exemplar	Below
Topic Introduction				
	Introduce topic context clearly	1		
	Focused thesis statement / claim 1 pt = preview ideas, 2 pts = preview ideas clearly and concisely	2		
Important evidence (knowledge) / Reason Detailed examination (understanding) / Elaboration (Argument Writing: At least one alternate or opposing claim for full credit) 1pt = explains (own words), 2 pts = examines significance/importance				
	Information: Evidence / Reason	1		
	Detailed examination and analysis: develops topic / supports claim	2		
	Information: Evidence / Reason	1		
	Detailed examination and analysis: develops topic / supports claim	2		
	Information: Evidence / Reason	1		
	Detailed examination and analysis: develops topic / supports claim	2		
Ending				
	Conclusion follows from and supports central information / examination 1pt= relates, 2pts=relates and extends	2		
Links				
	Appropriate, varied transitions create cohesion and clarify relationships	1		
Language				
	Uses formal / concise style, precise language and specific vocabulary	2		
	Vary sentences for reader interest, style and meaning	2		
Conventions				
	CCSS grade level: grammar, punctuation for effect and spelling	1		
Total		20		