

Stage	SRSD Definition	Point of Achievement
<b>1: Develop Background Knowledge</b>	Teachers assess requisite skills, measure students' achievement of these skills, and reteach or modify as needed (Santangelo et. al. 2008).	<u>Prior to Week 1</u> - I assessed students through the Cat in the Hat writing samples that can be seen in the Need section of my Introduction. I also used current observations, CELDT classifications, and current reading levels to inform my modifications and reteaching.
<b>2: Discuss It</b>	Ensure that students are motivated and willing to learn the new strategy. SRSD says this is <i>commonly</i> done by examining and discussing current writing and setting individual writing goals (Santangelo et. al. 2008).	Motivation cultivated throughout: with the introduction and high student interest literature choice of Tacky in <u>Week 1</u> , with peer reinforcement during the Writer's Celebrations at the end of <u>Week 2</u> and <u>Week 3</u> , and with the high interest Digital Literacy Clip in <u>Week 3</u> .
<b>3: Model It</b>	Teachers model the strategy, by thinking aloud, providing the how and why of each step, and using positive self-affirmations (Santangelo et. al. 2008).	Modeling was frequent, positive and thorough: <u>Week 1</u> began with teacher modeling through graphic organizers, story cubes, and the introduction of Tacky. <u>Week 2</u> had student volunteers, thinking aloud, additional teacher scaffolding, and teacher modeling. <u>Week 3</u> had further teacher and peer modeling.
<b>4: Memorize It</b>	Students achieve automaticity in the strategy - this is cultivated through repetition, time, and innovative approaches (Santangelo et. al. 2008).	In <u>Week 1</u> , high repetition through different activities (graphic organizers, discussions, story cubes, etc) helped in memorization. In <u>Week 2</u> , daily brainstorms, outlines, and frequent conversations cemented the knowledge. All students had memorized the 5 W's by the start of <u>Week 3</u> , which the 5 W's checklist reinforced.
<b>5: Support It</b>	Students become more independent - support is provided through peer groups, constructive feedback, and positive feedback in addition to teacher scaffolding (Santangelo et. al. 2008).	Students were in peer groups during discussions and story cubes during <u>Week 1</u> , and discussions and pair shares during <u>Weeks 2 &amp; 3</u> . Constructive feedback was provided throughout by me, and through the 5 W's Checklist during <u>Week 3</u> . Positive feedback was provided throughout by me, and from peers during the Writer's Celebrations during <u>Weeks 2 &amp; 3</u> . Teacher scaffolding was continuous and adjusted throughout.
<b>6: Independent Performance</b>	Students can use a strategy over time, in multiple settings, and with a variety of tasks (Santangelo et. al. 2008).	Students used the strategy with different topics in <u>Weeks 1, 2 &amp; 3</u> . This means that they had used the strategy in multiple settings, but not completely with a variety of tasks. This is where <b>Phase 2</b> comes in, providing a new style of literature and writing for students to apply their learning of the 5 W's through.