

Stage	SRSD	My Approach
1: Develop Background Knowledge	Teachers assess requisite skills, measure students' achievement of these skills, and reteach or modify as needed (Santangelo et. al. 2008).	Requisite skills to fully utilize the 5 W's strategy: <ul style="list-style-type: none"> • Ability to write at an emerging level • Ability to read at an emerging level • Ability to comprehend oral and visual grade-appropriate instruction Modifications deemed necessary for some: <ul style="list-style-type: none"> • Pictures guides: to aid students experiencing difficulty reading sight words • Dedicated one on one time to provide additional scaffolding to students experiencing difficulty turning words into written word • Additional modifications and reteaching as needed
2: Discuss It	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).	Based off of current student frustration and incredibly negative attitude towards writing, I chose to begin the introduction of the strategy through literature, an area of high student interest, to provide motivation. Examining work they were uncomfortable with for errors was not something that my students were ready for at this point in time - I chose to provide interesting material to attain engagement, and have positive peer feedback act as additional motivation. I recognize that this is using external, rather than internal motivation to learn the strategy, but based off of the classroom environment and restrictions, I wanted this to be an experiment in success, rather than self-criticism, which often inhibits students in the writing process. Goal setting is an incredibly valuable process for students and I would love to be able to use this in the future, but it is not appropriate at this time.
3: Model It	Teachers model the strategy, by thinking aloud, providing the how and why of each step, and using positive self-affirmations (Santangelo et. al. 2008).	Introduction of the 5 W's will be done explicitly and modeled using reasoning, thinking aloud, and positive self-affirmations. Further modeling of the 5 W's will occur through literature, such as Tacky the Penguin, and digital literacy clips. Repeated modeling is highly necessary for student needs and this age level.
4: Memorize It	Students achieve automaticity in the strategy - this is cultivated through repetition, time, and innovative approaches (Santangelo et. al. 2008).	The repeated modeling seen above is one of the major foundations for automaticity, but for students to achieve full memorization of the strategy, they must be actively engaged in many different ways. This is why I have provided collaborative games, graphic organizers, lots of scaffolded and structured writing time, familiar topics of interest, literature, and digital literacy clips to provide strategy repetition and application, culminating in student automaticity.
5: Support It	Students become more independent - support is provided through peer groups, constructive feedback, and positive feedback in addition to teacher scaffolding (Santangelo et. al. 2008).	With each opportunity to apply their learning, practice the strategy, and apply it through their writing, students step further towards independence. Peer support can be seen in brainstorming sessions, games (story cubes), pair shares, and writer's celebrations. Writer's celebrations provide one of the most effective forms of positive feedback - positive feedback from peers and older students on their finished writing piece. Constructive feedback is provided through oral interactions daily and through the 5 W's checklist detailed further below. Teacher scaffolding is through pictures, one on one help, small groups, and more as needed.
6: Independent Performance	Students can use a strategy over time, in multiple settings, and with a variety of tasks (Santangelo et. al. 2008).	Students will use the strategy over time and in multiple settings: peer pairs, games, brainstorms, writing, graphic organizers, etc. Students will use the strategy with a variety of tasks: graphic organizers, writing and discussing from literature (Tacky), writing and discussing from digital literacy clips, and in Phase 2 with informational text and writing. Phase 2 offers the biggest chance for and test of automaticity, independence, and memorization as students apply this strategy to a new style of text and writing.