Stage	SRSD Definition	Plan of Achievement
1: Develop Background Knowledge	Teachers assess requisite skills, measure students' achievement of these skills, and reteach or modify as needed (Santangelo et. al. 2008).	Through my analysis of the requisite skills needed for their animal research project, I have deemed this study of informational text necessary. Student reading levels from DRAs have been taken into account and accommodated for through adapted texts, scaffolded pairs with supportive peers, and scaffolding.
2: Discuss It	Ensure that students are motivated and willing to learn the new strategy. SRSD says this is *commonly* done by examining and discussing current writing and setting individual writing goals (Santangelo et. al. 2008).	Informational text topics were based off of topics of high student interest - we will begin in Week 1 continuing our American Hero studies with Hellen Keller and Neil Armstrong. Due to high student interest in space, "Eating in Space" will be featured in Week 2, along with "What Colors Can Animals See?," also founded in a common student interest point: animals. Week 3 maintains high student interest by allowing them to study an animal of their choosing that they are also creating a model of in art.
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).	Modeling begins in Week 1 through heavy teacher modeling, complete with thinking aloud, reasoning, and positive affirmations. Modeling is used to introduce and reinforce annotations and the understanding of informational text throughout. Modeling is especially important to model the thinking behind annotations and connecting them to the text.
4: Memorize It	Students achieve automaticity in the strategy - this is cultivated through repetition, time, and innovative approaches (Santangelo et. al. 2008).	Students will memorize the annotations introduced in Week 1, using them through the annotation of each informational text. These annotations will be reinforced through pair shares, discussions, and having the students "teach me" how to annotate as they gain proficiency. Memorization is expected by the end of Week 2.
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).	Support can be seen on the walls with the annotation graph, in the introduction of each informational text as a whole class, and the adaptation of reading to their reading level. Peer groups are used for annotations of all of the informational texts after Hellen Keller - partner groups will be scaffolded so that students with higher proficiency can assist those at a lower level of proficiency. Teacher feedback, encouragement and scaffolding continues throughout.
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 gain practice using this annotation strategy through five different informational texts, completing their study with their personalized Animal Informational Pages. Generalization of this strategy across content is provided - strategy is specific to informational text.