The 6 Stages

Stage 1: Develop Background Knowledge

This is the formative assessment phase where educators gather information about what students already know. It includes

- reading a model to students
- "hyping" the genre to demonstrate its importance and relevance
- assessing students' knowledge of concepts as well ask skills

Stage 2: Discuss It

This is where educators make the implicit explicit. It's where:

- educators define the different parts of the genre of writing
- educators provide maps to highlight each of these parts
- students read additional models
- students begin to score models according to a checklist or rubric
- students map the models onto maps or graphic organizers to ensure that all elements are within the text, and to see how the different parts link together
- students reflect on their own writing, seeing what components it has, and what it lacks (using the scoring criteria they have already used on the models)
- educators introduce a mnemonic to help students internalize the structure

This deep reflection phase is the cornerstone of SRSD, and what makes it even more effective than strategy instruction on its own (Graham, S., McKeown, D., Kiuhara, S., & Harris, Karen R, 2012). Systematically building these self-regulatory, metacognitive skills allows students to apply their writing skills across contexts, and without external supports, which explains why research on SRSD often shows high maintenance rates.

Stage 3: Model It

This stage builds on Stage 2 seamlessly and models "think alouds," which are beneficial for many struggling writers. In this stage:

- students talk to themselves (as good writers do)
- educators writing collaboratively with students
- students work in groups
- students fill in partial maps or pieces of writing (like Mad Libs)
- students continue self-assessments to see how their writing is improving

Stage 4: Memorize It

Students internalize the mnemonic and structure that is introduced in Stage 2. It is often the shortest stage. This stage ensures that students will be able to be self-reliant and able to generalize in the future.

Stage 5: Support It

This is often the longest stage as it is where students practice, practice, practice their genre. It is the stage that best lends itself to differentiation, as students work towards goals that they developed (in conjunction with the teacher) based off of targeted rubrics. In this stage:

- students receive structured and consistent self-, peer-, and educator-feedback in this stage
- educators can introduce stylistic or grammatical elements
- scaffolds begin to be reduced (cloze passages have more and more blanks; graphic organizers become more sparse)
- students continue to score their own work, but scoring may become more holistic in this phase, once again to remove reliance on external supports (in this case, the structured checklist or rubric previously provided).

Stage 6: Independent Performance

This stage assesses how students do without external supports, and invites students to brainstorm how they would use their newly-mastered structure in other settings (in Science, in Social Studies, not just during "speech class" or ELA).

Clinical Implications

Many of our students struggle with elaborating on their writing, with knowing what is expected of them, and with generalizing what they have learned into other contexts. SRSD provides a framework that addresses multiple aspects of students' writing (paragraph structure, sentence structure, writing mechanics), has large effect sizes for quality, elements, and length of writing, and has independent performance built into it, while allowing for creativity for both the speech-language pathologist and the student.

Top Resources

• **thinksrsd.com** for many samples, rubrics, and links to research studies
• **http://iris.peabody.vanderbilt.edu/module/srs/** for interactive lessons about SRSD
• **http://kc.vanderbilt.edu/projectwrite/** for multiple lesson plans and additional materials
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