HOW SELF-REGULATED STRATEGY DEVELOPMENT IN WRITING EASES THE TRANSITION FROM SPECIAL EDUCATION TO REGULAR EDUCATION FOR STUDENTS WITH LEARNING DISABILITIES

by

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A capstone submitted in partial fulfillment of the requirements for the degree of Master of Arts in Education.

Hamline University
Saint Paul, Minnesota
December 2017

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Project Description

This curriculum is designed using SRSD (Self-Regulated Strategy Development), a 6-stage gradual release framework. The lessons are designed for a third to fifth grade students with learning disabilities in a small group pull-out special education program for written language. The unit is designed to introduce students to the strategies for self-regulation, the W-W-W What=2 How=2 Strategy, genre specific text structure, and the writing process for writing narrative text (story). They are separated into eight, 50 minute lessons but they can be combined or divided, depending on the needs of the students.

Link to materials: https://drive.google.com/open?id=0B4cIzyqiNvBKLVZpT3IYbFdKUkK

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| **Continue lessons based on the SRSD stages 4-6** | }
Lesson 1

Title: Narrative Introduction; Showing Kindness to Others

Minnesota Content Standards: English/Language Arts (Grades 3-5)

Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Reading; Literature; 3.1.1.1, 4.1.1.1,5.1.1.1)

Benchmark: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Essential Question: What are some ways that you can help others when they struggle with doing their work?

Overview: Students will listen to a story about someone who struggles with reading. Some people encourage her while others bully her.

Pre-assessment: Students will write a paragraph making a prediction about what they think the book, Thank You Mr. Falker, based on the cover. They should include what about the cover helped them make their prediction.

Materials: Thank You Mr. Falker by Patricia Polacco

Procedure:

1. Read the book except the last page.
2. Briefly talk about the story structure. This will introduce the students to the structure of a narrative.
   - Who are the main characters?
   - When does the story take place?
   - Where does the story take place?
   - What do the main characters want to do?
   - What happens when the main characters try to do it?
   - How does the story end?
   - How does the main character feel?
3. Read the last page.
4. Ask the students: Who supported Patty throughout the book?
   - What were some things that Patty is good at?
   - Why did some students tease Patty?
What could they have said to encourage her instead?

5. In pairs, have the students talk about something that they think is hard to do.

6. Show the students the following quotes and any others you would like to about encouragement and kindness.

Fall seven times and stand up eight.--Japanese Proverb

I was taught the way of progress is neither swift nor easy. -Marie Curie (1867-1934), French physicist and two-time winner of the Nobel Prize

“Don’t let what you can’t do stop you from doing what you can do.” – John Wooden

“I think I can. I know I can.”

“Being kind is never wasted.”

“Do what you can, with what you have, where you are.” Theodore Roosevelt

“No one is perfect – that’s why pencils have erasers.” – Wolfgang Riebe

“Never let the odds keep you from doing what you know in your heart you were meant to do.” – H. Jackson Brown

“You can steer yourself any direction you choose.” – Dr. Seuss

“Anything is possible. Anything can be.” – Shel Silverstein

6. As a group, come up with encouraging phrases that they can say to each other.

7. Have each student write down two of the phrases.

8. Tell students that they need to use two encouraging phrases before tomorrow’s class.
Lesson 2

Title: Narrative Introduction; showing kindness to self

Minnesota Content Standards: English/Language Arts (Grades 3-5)

Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Reading; Literature; 3.1.1.1, 4.1.1.1, 5.1.1.1)

Benchmark: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Essential Question: What are some ways that you can help others when they struggle with doing their work?

Overview: Students will share their experiences with encouraging others.

Procedure:

1. In pairs, student will discuss who they encouraged and what happened.
2. The pairs will join another pair to share their discussion.
3. Students should write down something they find hard to do.
4. While thinking about the encouraging words they used with other, they should think about the things they said was hard for them to do.
5. Students will come up with words of encouragement that they can tell themselves while trying the things they said was hard for them.
Lesson 3

Title: Writing Process Introduction

Minnesota Content Standards: English/Language Arts (Grades 3-5)
Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (Writing: 3.6.3.3, 4.6.3.3, 5.6.3.3)

Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Writing 3.6.5.5, 4.6.5.5, 5.6.5.5)

Essential Question: How do authors know how or what to write?

Overview: Students will be introduced to the recursive writing process.

Pre-assessment: Ask students what things do they do from the time they are first given a writing topic until they say it is done.

Materials: Pieces of the Writing Process Graphic, Writing Process Graphic Organizer, 3 feet of yarn for each group and clothespins, 6 foot pieces of yarn with the ends tied together (enough for every two groups)

Vocabulary: brainstorm, draft, edit, revise, publish, sharing, recursive

Procedure:

1. Pass out one of the pieces of the Writing Process Graphic to each student.
2. Have students group up with students who have different pieces than they do.
3. As a groups, students should decide how they would arrange the pieces. (Give them 2-3 minutes)
4. Describe what each of the pieces represent.
5. Give groups time to decide if they would still arrange their pieces the same way.
6. Introduce the word, ‘recursive’. Explain how the writing process is recursive.
7. Have the student groups tie the two ends of their yarn together to make circles.
8. Clip the pieces onto the yarn circles in a variety of orders to show how the order can change.
9. Have 2 groups combine their pieces using a 6 foot year circle to show that they can do the parts more than once.

Exit Card:

Students will define the word recursive on a small sheet of paper and turn it in before they leave.

*Before the next lesson, review the student’s definitions.
Lesson 4

Title: Writing Process Introduction Continued

Minnesota Content Standards: English/Language Arts (Grades 3-5)
Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (Writing; 3.6.3.3, 4.6.3.3, 5.6.3.3)

Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Writing 3.6.5.5, 4.6.5.5, 5.6.5.5)

Essential Question: What makes someone a writer? What do writers have in common?

Overview: Students will be introduced to the recursive writing process.

Materials: Writing process pieces from the previous day, blank letter size paper, individual whiteboards or scratch paper,

Vocabulary: Review recursive, linear

Procedure:

1. Review what recursive means based on the level of knowledge from the exit cards.
2. Introduce the word linear and define. Talk about examples of things they use or do that has line in it.
   a. number line
   b. line up
3. Draw a line on the board. Put a dot at each end (math symbol for line segment).
4. Talk to students about some processes that can’t be recursive that are linear (brushing teeth, making a peanut butter and jelly sandwich, etc.)
5. What happens if you brush your teeth out of order?
6. Refer to the line (segment).
7. Point out the dots at the end and explain that it has a starting and stopping point.
8. Have the students write a line segment on their scratch paper or whiteboard.
9. While students watch, draw a line on the board that does not have have a clear starting or stopping point.
   Zig zag around and cross the middle so that there is no definable shape.
10. Tell students to do the same thing on their white boards.
11. Remind the students vocabulary words.
12. Point to the drawings.
13. Ask the students how the vocabulary words and the drawings go together.
Lesson 5

Title: Writing Process: Mentor Text

Minnesota Content Standards: English/Language Arts (Grades 3-5)
Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (Writing; 3.6.3.3, 4.6.3.3, 5.6.3.3)

Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Writing 3.6.5.5, 4.6.5.5, 5.6.5.5)

Essential Question: What parts does a story have to make us see a picture?

Overview: Students will review the story Jack and Jill for its structure.

Materials: Copy of Jack and Jill, story frame of Jack and Jill, W-W-W What=2 How=2 graphic organizer, puzzles (either online or actual) with a small number of pieces.

Vocabulary: The W-W-W What=2 How=2 Strategy

Procedure:

1. Put a copy of Jack and Jill where all the students can see it.
2. Show the students a puzzle that you have started with only a couple of pieces put together (do not show them the a picture of what the completed puzzle should look like).
3. Have the students do a Think, Pair, Share to try to guess what the picture on the puzzle is. Have them come up with as many details as possible.
4. After each group shares, show them them what the finished puzzle should look like.
5. Talk about puzzles. Have students come up with a definition or explanation for what puzzles are.
   a. Puzzles are pieces that are put together to make a picture.
6. Read through Jack and Jill together.
7. Talk about how it tells a story. Guide students to see how it gives us a picture.
8. Discuss how all stories have pieces that help us create a pictures.
10. Play around with the story leaving out pieces.
11. Talk about how we do not get the whole picture without all the pieces.
12. Explain how it is the author’s job to use pieces when writing a story.
Lesson 6

Title: Writing Process: Story Structure Introduction

Minnesota Content Standards: English/Language Arts (Grades 3-5)
Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (Writing; 3.6.3.3, 4.6.3.3, 5.6.3.3)

Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Writing 3.6.5.5, 4.6.5.5, 5.6.5.5)

Essential Question: How can we use the structure of another author’s story to help us write our own?

Overview: Students will use the story frame to create a class story.

Materials: Copy of Jack and Jill, story frame of Jack and Jill, W-W-W What=2 How=2 graphic organizer,

Vocabulary: The W-W-W What=2 How=2 graphic organizer filled with the information from Jack and Jill, story frame based on Jack and Jill

Procedure:

1. Explain that different types of stories have different structures.
2. On a blank graphic organizer, call on students randomly to give you ideas for the different parts.
3. Put up Jack and Jill next to the blank story frame.
4. In a different color or if using technology, identify the different parts of frame using the graphic organizer.
5. Using the same color as above, fill in the frame with the words from the organizer that the students gave random answers.
6. Point out how some of the words rhyme in the original story and should also rhyme in their story.
7. Working with the students, make any changes needed to fit the rhyme scheme.
8. Ask the students to assist in filling out the rest of frame.
9. Read through the story.
10. Tell students that they are going to do the same thing on their own.
Lesson 7

**Title:** Writing Process: Story Structure with Self-Regulation

**Minnesota Content Standards: English/Language Arts (Grades 3-5)**
Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (Writing; 3.6.3.3, 4.6.3.3, 5.6.3.3)

**Essential Question:** What are things we can say to encourage ourselves to write?

**Overview:** Students will develop quotes for encouragement and the WWW What=2 How 2 strategy.

**Assessment:** Write just the WWW What=2 How 2. Depending on your students, you may have to give them a sheet with the strategy cues on it. Have students write out what each part of the strategy stands for. Have them put it on the side of their desks. Quickly check all of their work. Review the words.

**Procedure:**

1. Ask students to remember the words they used to encourage other people and themselves. Have them pull out the cards that they wrote for themselves.
2. Post several generic statements of encouragement written in the first person.
   a. “I am a writer.”, “I might get stuck but I know that I can do it.”, “This is fun”, “I will capitalize each sentence”.
3. Explain to students that it is okay to have a final goal but that we need to encourage ourselves along the way. We also need to remind ourselves of the strategy.
4. With the students, come up with encouraging statements for the WWW What=2 How 2.
5. Have each student choose 2 statements (1 for encouragement and 1 for the strategy).
6. Students should write each statement on a card to use for the next lesson.
Lesson 8

Title: Writing Process: Text Structure

Minnesota Content Standards: English/Language Arts (Grades 3-5)
Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (Writing 3.6.3.3, 4.6.3.3, 5.6.3.3)

Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Writing 3.6.5.5, 4.6.5.5, 5.6.5.5)

Overview: Students will use a story frame based on the structure of Jack and Jill to write their own story.

Materials: Jack and Jill story frame completed, blank story frames for each student

Procedure:

1. Have students take out the statement cards from yesterday and reread them.
2. Read through the completed frame and review the process.
3. Give each student a frame.
4. Remind them of the strategies.
5. Have students fill in the frame to create their own story.
6. Have students read to a partner.
| Stage 1: Activate and Develop Background Knowledge | ● Build enthusiasm for genre  
● Develop background knowledge (and pre-skills)  
● Read and discuss models  
● Teach genre vocabulary |
| Stage 2: Discuss It | ● Teach strategy (mnemonics)  
● Map out models with graphic organizers  
● Review and repair poor models, together then alone  
● Establish benefits of strategy use  
● Explore when / where to use strategy (generalization) |
| Stage 3: Model It | ● Introduce self-talk  
● Introduce focused model think alouds  
● Students personalize and record self-statements  
● Introduce collaborative writes  
● Practice self and peer scoring with scales  
● Begin graphing  
● Introduce goal setting |
| Stage 4: Memorize It | ● Internalize strategy via mnemonics  
● Internalize personalized self-statements |
| Stage 5: Collaborative Practice | ● Continue collaborative writing experiences  
● Support students’ strategy use, fading support when ready  
● Support self-regulation, fading support when ready  
● Provide feedback on writing and self-regulation  
● Fade prompting strategy use and self-regulation |
| Stage 6: Independent Use | ● Students use strategies and self-regulate independently  
● Fade overt self-instruction to covert (“in your head”)  
● Ensure transfer and buy in to strategies and self-regulation |

References