Day One

On the first day the teacher leads a discussion of what good writers do when writing a story. The seven strategy steps in W-W-W, What=2, How=2 are then described (Discuss it). To assess and establish students’ prior knowledge (Develop background knowledge), students are guided in locating story parts in a story example (i.e., a well-written story with all seven story parts). Students can either raise their hands when they hear a part or mark the part directly on the paper. Students are also asked to locate story parts in one of their previously written stories. To reduce inappropriate reactions from students, the teacher stresses, “Of course, your stories do not have all the parts; you did not know the strategy!” The teacher and students discuss what could have been done to make the stories better. Students’ commitment to learn and use the strategy is also obtained (Goal setting). During this first day and all subsequent days, students should be provided time to practice memorizing the W-W-W, What=2, How=2 mnemonic and strategy steps (Memorize it).

Day Two

In the next lesson the teacher will model using the strategy and four self-regulation procedures when writing a story. The day begins with the initial activity of all lessons by asking students to write out the W-W-W, What=2, How=2 mnemonic from memory and to orally state the steps (Memorize it). The teacher models by thinking out loud how to use the strategy and any support materials (e.g., graphic organizer for planning; graphing sheet for recording number of parts written) while writing a story (Model it). The teacher also models self-regulation: (a) Goal-setting for using all 7 W-W-W, What=2, How=2 strategy steps, (b) Self-monitoring by counting the number of story parts written, (c) Self-instructions before, during, and after writing (e.g., self-instructions for problem definition, focusing of attention and planning, strategy implementation, self-evaluation, coping, and self-reinforcement), and (d) Self-reinforcement while planning and writing the story. Following the teacher’s modeling, students develop and record personal self-instructions to be used while thinking of good ideas (“Relax,” “Ask for help”), while working (“Use W-W-W, What=2, How=2,” “I can do this”), and to check work (“Examine,” “Perfect!”).

Day Three

Following the daily memorization practice, the teacher provides guided practice for writing a story (Support it). The teacher and students can collaboratively write a story; students provide ideas for the story while the teacher writes the notes and story. For more able students, peer-supported writing with teacher guidance could be implemented. During guided practice lessons goals are established, self-instructions are reinforced, and self-monitoring is promoted by asking the students to examine and record the number of story parts written. After the stories are written, students self-reinforce themselves for writing a story with all story parts.

Day Four

Students write their own notes and story with teacher guidance in the next lesson (Support it). Students are encouraged to set goals; self-monitor and graph their performance; self-instruct; and self-
reinforce. If students are having difficulty with any of the strategy or self-regulation processes, the teacher can return to modeling or collaborative practice.

**Day Five**

The focus of remaining lessons is to scaffold instruction (*Support it*) until students can independently implement all strategy steps and self-regulation procedures (*Independent practice*). Instructional materials are gradually replaced with student-written products. For example, graphic organizers are replaced with student-written mnemonics and planning outlines on blank paper. Students continue to set goals, self-monitor, self-instruct, and self-reinforce. Once students can independently write a story with all W-W-W, What=2, How=2 parts, the teacher can provide opportunities to support generalization and maintenance by asking students to write to a different type of story prompt or write in a different setting.

**Closing Thoughts**

The initial 5-day SRSD lesson sequence often requires a varying amount of teacher support based on individual students’ needs. When teaching strategies and self-regulation to struggling learners, for example, repeated guided practice may be required. Once students have learned to self-regulate the writing process, instruction can be expanded to include different writing tasks (e.g., write a story in a letter to a friend) and genres (e.g., TREE - Topic sentence, Reasons: 3 or more, Explanations, Ending - for writing an opinion paper), and can focus on the quality of the students’ writing by including revision strategies (e.g., COPS – Capitalization, Organization, Punctuation, Spelling).

**Supplemental Readings and References**


