

# Evidence-Based Practices for Developing Mindful, Self-Regulating Writers

## Agenda

Introduction

**Reveal Features:** 1. Exemplars + Lenses

**Scaffold Processes:** 2 & 3. Writing Process (POWRE) + 4. Self-talk

**Gradually Empower:** 5. Think Aloud + 6. Collaborative Practice

**Reflect on Goals:** 7. Reflect, Set Goals + 8. Give Feedback



## Contact

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**Prompt: Identify a central idea in the sources about Malala’s life. Explain one way in which this central idea is shown. Cite evidence from the sources.**

The videos about Malala’s life, the NPR article and the passages from her autobiography, I Am Malala, show how carefully this teenage Pakistani role model protects her values. In the video, Malala expressed natural anger towards the man who shot her only because she had advocated for girls to go to school. She explained that “maybe I would take off my shoes and hit him (the shooter).” However, after thinking more carefully, she added, “but then I think if I did that there would be no difference between me and the terrorists.” She feels normal anger, but then rises above it to be peaceful. She does not act right away on her first thought but she remembers her righteous morals, and that she wants to be a better person. Another example that shows the same idea is in her autobiography, I am Malala. She does not just accept the story that people tell about her when it does not highlight her values. She says, “I don’t want to be thought of as the girl who was shot... But as the girl who fought for education.” This shows how she doesn’t want violence associated with her, rather peace. She wants to be sure that people who think of her think about peace, not violence. Overall, Malala is careful to be sure that she protects the values that matter to her. The messages she sends may inspire others to also care about the values that are so important to her.

### KEY

T - Topic

I – Important evidence

D – Detailed examination

E – End

<b>Goal Setting Menu</b>		Pts	Adult	Peer	Self
<b>Topic Introduction</b>					
	Introduce topic context clearly	1			
	Focused thesis statement / claim Preview ideas clearly and concisely	1			
<b>Important evidence (knowledge) / Reason Detailed examination (understanding) / Elaboration (Argument Writing: At least one alternate or opposing claim for full credit) 1pt = explains (own words), 2 pts = examines significance/importance</b>					
	<b>Information: Evidence / Reason</b>	2			
	Detailed examination and analysis: develops topic / supports claim	2			
	<b>Information: Evidence / Reason</b>	2			
	Detailed examination and analysis: develops topic / supports claim	2			
	<b>Information: Evidence / Reason</b>	2			
	Detailed examination and analysis: develops topic / supports claim	2			
<b>Ending</b>					
	Conclusion follows from and supports central information / examination 1pt= relates, 2pts=relates and extends	2			
<b>Links</b>					
	Appropriate, varied transitions create cohesion and clarify relationships	1			
<b>Language</b>					
	Uses formal / concise style, precise language and specific vocabulary	2			
	Vary sentences for reader interest, style and meaning	2			
<b>Conventions</b>					
	CCSS grade level: grammar, punctuation for effect and spelling	1			
	<b>Total</b>	20			
Done Well:					
Goals:					