

From Jumbled Thoughts to Clear Writing: *Strategies That Work*

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- Short-term (2 year) program with intensive focus on literacy
- 200 students, Elem = 2:25, JH = 1:15
- Grades 3 – 9
- All students have identified complex learning disabilities and were referred from their community school
- 2h 15min explicit literacy instruction/day

Dr. Oakley Overview



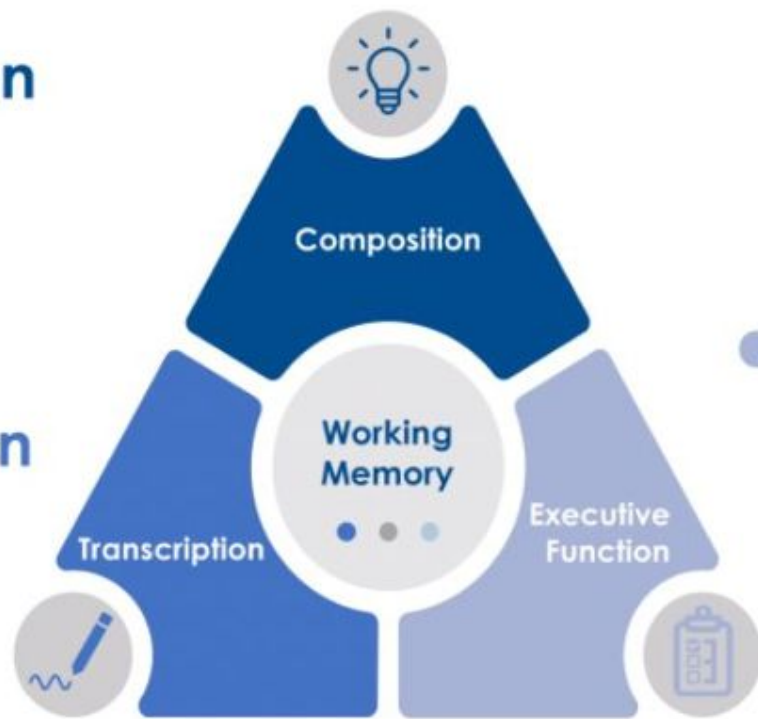
The Simple View of Writing

● Composition

Ideas
Words
Sentences

● Transcription

Handwriting
Typing
Spelling



● Executive Function

Planning
Motivation
Reviewing



Purpose of Writing

- Persuade
- Inform
- Narrate





think Releasing SRSD Writers

- Grounded in instructional SRSD model- by Dr. K Harris
 - SRSD = Self-Regulated Strategy Development
- Augmented by Dr. Charles Haynes sentence and word level instruction
- Systematically teaches the writing process with examples, modeling of strategies, supported practice
- Explicitly teaches writing and self-regulation techniques (ie.goal setting, self-monitoring)



The Cycle

P
PLAN

PRE-READ

- Write a *gist*

| Who | Did What | When/Where | Why/What Happened |
|-----|----------|------------|-------------------|
| | | | |

PULL-APART PROMPT

- Do: List key verbs
- What: What are you supposed to do?

| Do | What |
|----|------|
| | |

PICK IDEAS

- Use *short* phrases, not sentences!

O
ORGANIZE

- Organize your ideas using TIDE-L

T Topic
I Information
D Details
E End

L Lang/
Vocab
Box

W
WRITE!

- Expand on your ideas
- Use vocabulary from your language box
- Remember this is a rough draft!

e
EDIT

C Capitalization
U Usage
P Punctuation
S Spelling

U Upper
P Punctuation
S Spaces

R
REVISE
REVISE
REVISE

- Are my sentences clear?
- Can I combine sentences?
- Are my sentences boring?
- Does the order make sense?
- Is my ending strong?

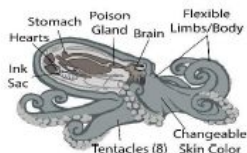
A Add
R Remove
M Move
S Substitute

Text Sets

YouTube ^{CA} Search



Shapeshifting Octopus, amazing camouflage



Video: <https://youtu.be/PmDTtkZlMwM?si=xXOTJ50bzU1N35Xg>

Text 1: Octopuses

Octopuses live in coral reefs in the ocean. Coral reefs are brightly colored underwater structures with small, sharp holes. Octopuses move in these. Octopuses have 8 arms called tentacles that are slim and bendable. If a predator grabs a tentacle, it detaches. Detach means to break off. Then the octopus grows a new tentacle.

Octopuses squirt black ink. Then others cannot see it. An angry octopus turns bright colors. When afraid, it turns dark, spotted, or striped. They change colors to blend in. This is called camouflage. An octopus body can also change shape. It can become smaller than many large predators.

Octopuses are strong, fast swimmers. They can swim 25mph. Octopuses eat crabs and crayfish. Octopuses are smart. They have short and long-term memory. This means they recall some information for years, and some for a short while.

Text 2: Copy Cats!

The sea is filled with so many creatures who adapt to life in the big ocean. They can adapt in amazing ways. For example, an octopus can use camouflage. Animals use camouflage to change color or shape. This way they can match the area, blend in, hide or look scary. For example, a mimic octopus can change its shape. It can look just like animals that are more dangerous. This octopus has made itself look striped, long and slim so that it looks just like a snake.



They can also escape by making themselves smaller. They slip through tiny spaces that would trap other creatures. For example, in a coral reef structure, they can slip through a hole almost as small as a grape!

Prompt: Octopuses need to protect themselves. Protect means to keep safe. Describe what octopuses can do to protect themselves. Support your answer with details from both texts.

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[Instagram.com/thinksrzd](https://www.instagram.com/thinksrzd) | <https://www.youtube.com/c/thinkSRSD> | [facebook.com/groups/1540221353136170](https://www.facebook.com/groups/1540221353136170)



Pre-read for GIST

Pull apart the prompt

Pick my ideas

P₁: Pre-Read for GIST

Generating Interactions between Schemata and Texts

P1: Pre-Read for the Gist

| Who? | Did What? | When/Where? | Why/What Happened? | | |
|------|-----------|-------------|--------------------|------|-----------|
| | | | Joiner | Who? | Did What? |
| | | | | | |

Gist: _____

Acknowledgement Haynes & Jennings, 2018 From Talking to Writing

Get the GIST

Name _____

Title _____

Author _____

1. Read the text.
2. Fill in the 5 Ws and H about the text you read.

Who: _____

What: _____

When: _____

Where: _____

Why: _____

How: _____

3. Write a 20-word GIST summary.

Why GIST?

- **Effective summarising leads to an increase in student learning**
- **Summarising requires students to focus on the main ideas of a text and to decide what is important without omitting key ideas**
- **Significant benefits for comprehending texts, as well as retaining and recalling information**

P1: Pre-Read for the Gist

| Who? | Did What? | When/Where? | Why/What Happened? |
|-----------|---------------|----------------|--------------------|
| Sea Anim. | work together | oceans eco. | help energy cycle. |

Gist: Sea animals work together in the oceans ecosystems so they can help the energy cycle

Acknowledgement Haynes & Jennings, 2018 From Talking to Writing

P1: Pre-Read for the Gist

| Who? | Did What? | When/Where? | Why/What Happened? | | |
|--------|----------------|---------------|--------------------|--------|----------------------|
| | | | Joiner | Who? | Did What? |
| octo ✓ | Special ways ✓ | keep ✓ safe ✓ | while ✓ | They ✓ | protect themselves ✓ |

Gist: octopuses have special ways of keeping safe while they protect themselves.

Acknowledgement Haynes & Jennings, 2018 From Talking to Writing

P1: Pre-Read for the Gist

| Who? | Did What? | When/Where? | Why/What Happened? | | |
|------|---------------|---------------|--------------------|------|-----------|
| | | | Joiner | Who? | Did What? |
| Alex | Proved skills | soccer felled | so | She | join team |

Gist: Alex proved skills at soccer tryouts so she could join the team

P₂: Pull Apart the Prompt

P2: Pull-Apart the Prompt

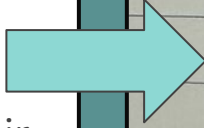


DO WHAT

| Do? | What? |
|-----|-------|
| | |

Prompt:

Butterflies are more than just beautiful insects – they play an important role in our environment! Describe why butterflies are important to their environment.

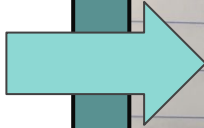


P2 Pat apart the Prompt

| DO | What |
|----------|--------------|
| Describe | bi imp. env. |

Prompt:

Explain what Alex's dialogue reveals about her character.



P2 Pull A Part Prompt

| DO | What |
|---------------|----------------------------------|
| explain | dialogue reveals about character |

P₃: Pick Ideas

P3: Pick Ideas!

| | | |
|---------|---------|---------|
| • _____ | • _____ | • _____ |
| • _____ | • _____ | • _____ |
| • _____ | • _____ | • _____ |
| • _____ | • _____ | • _____ |

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PICK IDEAS

Amazing Animal Physical Characteristics

Animals have many **physical characteristics** that help them **survive** in their **habitats**. These body parts are used for hunting, eating, climbing, or even staying safe. Each animal's characteristics are specially designed to meet its needs in the wild.

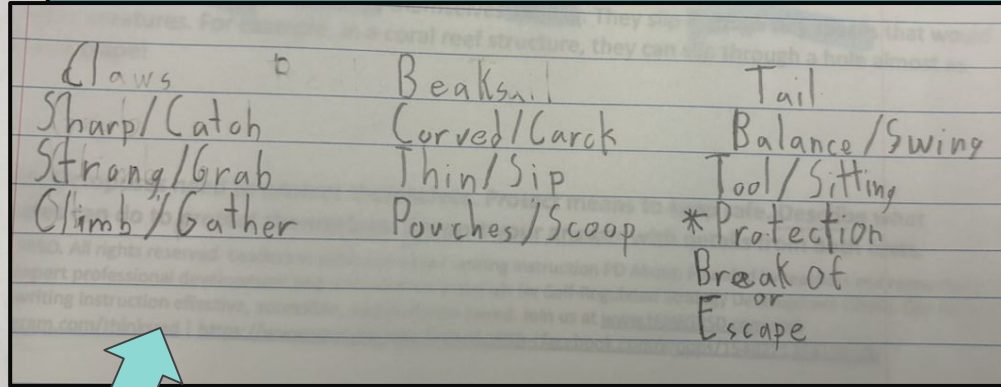
Animals like lions and tigers use their **sharp claws** to **catch** and **hold** their **prey**. Birds of prey, such as eagles and hawks, have **strong** claws, called talons, to **grab** fish or small animals. Even smaller animals, like squirrels, use their claws to **climb** trees and **gather** food. Without claws, many animals would struggle to find food or escape predators.

Birds have **beaks** that are shaped to help them eat their favorite foods. For example, parrots have **strong, curved** beaks to **crack** open nuts and seeds, while hummingbirds have long, **thin** beaks to **sip** nectar from flowers. Some birds, like pelicans, have large beaks with **pouches** to **scoop** up fish. The shape and size of a bird's beak often match its diet and way of life.

Monkeys have long, strong **tails** that help them **balance** or **swing** through trees. Kangaroos use their tails for balance when they hop and as a **tool** for **sitting**. Other animals, like lizards, can even use their tails for **protection**. If a predator catches a lizard by the tail, it can **break off** and grow back later, allowing the lizard to **escape** from danger.

These are just a few examples of how animals use their physical characteristics to survive in the wild. Each feature has a unique purpose that helps the animal live and thrive in its **environment**.

Prompt: **Identify** some animal physical characteristics and **describe** how they help animals survive.



| Claws | Beaks | Tail |
|--------------|---------------|---------------------------|
| Sharp/Catch | Curved/Crack | Balance/Swing |
| Strong/Grab | Thin/Sip | Tool/Sitting |
| Climb/Gather | Pouches/Scoop | *Protection |
| | | Break off or Escape |



rganize



Topic

Information

Details

End

TIDE Reference Sheet

| | |
|--|--|
| T | Topic Introduction- Turn prompt around! <ul style="list-style-type: none"> • Tell the reader what you are going to write about. • Always refer back to the prompt to introduce the reader. |
| I  | Important Evidence- Comes from the text! <ul style="list-style-type: none"> • Use words from the text to support your claim • <i>As stated in the text, "..."</i> • <i>The author states, "..."</i> • <i>As described in the book, "..."</i> • <i>According to the author, "..."</i> |
| D  | Detailed Examination- Say more from your brain! <ul style="list-style-type: none"> • Why does that evidence relate back to the prompt? • Say more about why the evidence is important |
| E | Ending- Wrap it up! Why is this important? <ul style="list-style-type: none"> • Restate your topic intro in a different way • In conclusion... • Overall... |

Transition Word Bank

| | | |
|-----------------|-----------------|------------------|
| To begin... | Secondly... | Lastly... |
| First of all... | Furthermore... | Finally... |
| To start... | In addition... | To sum it up... |
| Initially... | Another idea... | In conclusion... |
| First... | Moreover... | In summary... |
| Then... | Next... | |
| | Also... | |
| | Suddenly... | |

Topic Sentences

Supporting **I**dea
 Details Details

Supporting **I**dea
 Details Details

Supporting **I**dea
 Details Details

End Sentences



Organize

Language

T:

I:

D:

I:

D:

I:

D:

E:

TIDE

| | | |
|--------|--|--|
| T | | |
| I D | | |
| | | |
| | | |
| E | | |

T: Butterflies

A: Grace P. Teels

G: Butterflies have imp. jobs/
env.

i. protect

• Pollination

• population

• Ecosystem

• Indicators

• habitat

T: Pollination

I: flower to flower, nectar, carry pollen

D: Plants → Seeds, grow flowers/fruits/veg.

I: Plants rely on b. / move pollen

D: no pollination, hard to grow new plant

Hilou



T: ecosystem

I: Animals rely on b.

D: b. imp. Source of food

I: b. food → prob. eco.

D: eco. unbalanced, nature affects / parts

T: env. indic.

I: b. help scientists / env. health

D: sensitive to changes - temp. / poll. homes

I: help scientists / wrong?

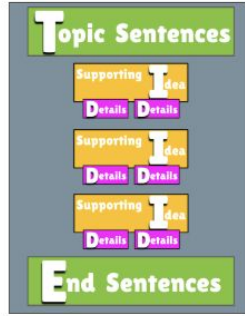
D: no b. / wrong SCIENTISTS fix it

E: Hw: b. imp. jobs / need prot.

Sw: b. food chain, nature, env.

Nw: plant b. garden

Paragraph Template



| | | |
|----------|-------------------------|--|
| T | My Topic Sentence | |
| | My Supporting Idea #1 | |
| I | Detail Sentences for #1 | |
| | My Supporting Idea #2 | |
| | Detail Sentences for #2 | |
| | My Supporting Idea #3 | |
| | Detail Sentences for #3 | |
| | | |
| E | My End Sentence | |

| | | |
|----------|-------------------------|--------------------------------------|
| T | My Topic Sentence | Ocean animals |
| | My Supporting Idea #1 | Octopus |
| I | Detail Sentences for #1 | Intelligent Uses camouflage |
| | My Supporting Idea #2 | Dolphins |
| | Detail Sentences for #2 | Mammals Echolocation |
| | My Supporting Idea #3 | Sea otters |
| | Detail Sentences for #3 | Wraps self in kelp Rocks as tools |
| | | |
| E | My End Sentence | Ocean animals |

| | | |
|----------|-------------------------|---|
| T | My Topic Sentence | There are many negative effects of being famous. |
| | My Supporting Idea #1 | One effect is haters are doing everything to make you stop your career. |
| I | Detail Sentences for #1 | People will throw stuff at you. If you have kids, haters will hurt them. |
| | My Supporting Idea #2 | Another effect is that fans follow you everywhere. |
| | Detail Sentences for #2 | They will ask for autographs and photos and follow you around. They will stand out of your house until you don't call security and live. |
| | My Supporting Idea #3 | A final effect is that you will not have a lot of privacy. |
| | Detail Sentences for #3 | Fans will try to sneak into your house even if you are showering. If you are sleeping they will take pictures when you are sleeping. |
| | | |
| E | My End Sentence | Being famous may sound good but there are many negative things that can happen. |



Write

Edit

Revise

Full Cycle Example

Name: _____

I can do it!!

Self-P(3)OW

● ● ● ● ○ ○

P1: Pre-Read for the Gist

| Who? | Did What? | When/Where? | Why/What Happened? | | |
|----------------|-----------|-------------|--------------------|-----------|-----------|
| | | | Joiner | Who? | Did What? |
| Teenagers need | need | more sleep | so | there not | so tired |

Gist: Teenagers need more sleep so there not so tired.

Acknowledgment Hayes & Jennings, 2005 From Talking to Writing

P2: Pull-Apart the Prompt

| Do | What? |
|---------|-------------------------------|
| explain | If school should start later. |

P3: Pick Ideas!

| | | |
|-----------------|----------------------|-------|
| more excitement | they need more sleep | _____ |
| more sleep | start school earlier | _____ |
| forces more | _____ | _____ |
| Moodier | _____ | _____ |

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Organize

Language

Acquires ○

T: start school later

I: more sleep

D: Moodier

I: starts early

D: benefits

I: tired we don't

D: depression and crazy accidents

E: start school later

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Full Cycle Example pt. 2

Explain if you think schools should start later for middle school and high school students.

We should start school later than traditional schools because school prevents kids from getting enough sleep. First, they need more sleep, Lots of high school and middle school students don't get enough sleep because they're either doing homework or just can't fall asleep. This makes them very annoyed and irritated. Next, If we start later there's so many benefits. Studies show if we start school students will perform better because they will be getting Higher test scores and they will focus more. Last, If we don't start school later, depression cases will go up more, car accidents and people will fall asleep in kclass. That will make them fail school. That's why middle schoolers and high schoolers should get the chance to sleep in for their health.

Hands-on Practice



PD Opportunities

**Introduction to Releasing
Writers' (formerly think SRSD)
Science of Writing Course**
(Live via Zoom)

Gr K-12 Introductory
Course

This course includes both
[Releasing Writers](#) and [Power
Up](#) books.

On Demand



Facebook Groups



think SRSD "Self-Regulated Strategy Development": Releasing Writers >

Private group · 13.6K members



Releasing Writers think SRSD Canada

Private group · 1.6K members



+ Invite

Share

Joined



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Questions?





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