



**Self-Regulation as a Key to Writing Planning Guide**

Type of self-regulation	How might I make this happen more in my classroom?
<p><b>Strategy Implementation Procedures.</b> In these, “students were instructed to monitor their accuracy in implementing the target [writing] strategies by using metacognitive aids (graphic organizers and checklists)...” In addition, students were taught to use pre-writing planning guides and given checklists to guide revision and editing.</p>	
<p><b>Outcome Evaluation Procedures.</b> “These procedures relied on two techniques, goal setting and monitoring of learning progress.” Students were led by the teacher in evaluating their writing against a list of desired elements. Then, students were prompted to set goals for elements or styles that they wanted to try to incorporate in their next piece of writing. Throughout creation of their next piece of writing, students were regularly prompted to reflect on their progress towards their self-selected goals.</p> <p>To aid with their self-regulation, students were given a chart showing the rubric scores of every story they had written recently, broken out into sections (e.g. content, style). Students set specific rubric point goals for themselves and the teacher regularly praised student work using their rubric growth.</p>	