

Self-Regulated

Strategies

TWA – Reading Strategy

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| **What:** TWA is a self-regulated strategy development tool that has readers **T**hink before they read, think **W**hile they read, and think **A**fter they read. It is combined with written summarization. Hoyt (2010) and Robevich and Perin (2008). TWA utilizes SRSD framework to establish self-regulation and management. The TWA intervention specifically involves having students learn the nine components of what makes a good reader, which are taught over three stages.  **Why:** Successful readers use a variety of strategies to comprehend texts. The TWA strategy provides a simple way to remind students to implement nine high-impact reading strategies. Multiple studies have indicated the efficacy of the TWA strategy. (Hoyt (2010, 2009); Mason, Snyder, Sukrham & Keedham (2006); and Rogevich & Perin (2008))  **With Whom:** The TWA strategy can be utilized as part of whole class, small group or one on one instruction. The strategy should be reinforced with students who are struggling readers. Research has shown particular efficacy with students who have learning disabilities or who have an emotional disturbance.  **When:** The strategy could be taught explicitly early in the year in ELA. Graphic organizers and routines should be repeated in content area courses. Alternatively, a series of small group lessons have also been demonstrated to be effective. Consequently, instruction could take place either in a pull out SETSS setting or as a strategy for alternate teaching in an ICT classroom. An outline of the small group lessons is attached.  **How/Procedure:** Utilizing the SRSD teaching strategy students will be taught to be apply the following three steps before, during, and after reading.  T – Think before you read: (a) identify the author’s purpose, (b) reflect on what you know, and (c) determine what you want to learn  W – While you are reading: (a) monitor your reading speed, (b) link what you already know to things you are reading, and (c) re-read parts that are confusing.  A – After you have read: (a) establish the main idea for each paragraph.  **Risks:** Students who are struggling readers frequently feel shame around their reading difficulties. Removing students from the classroom for reading instruction may increase these anxieties and result in students refusing to utilize the strategies. |

Small Group TWA Lesson Outlines

Hoyt (2010) used a series of five lessons in implementing the TWA strategy. Her lesson summaries are provided for your convenience (pp. 46-48)

**Lesson 1.** The purpose of Leeson 1 was to introduce the TWA strategy. Each instructor used a baseball metaphor to describe why it is important to be active while reading. Just like a baseball player prepares before the pitch, concentrates during the pitch and reflects after the pitch, a reader must be an active participant before, during, and after reading a text. The instructors explained how to use the TWA strategy and that the components in TWA are what “good readers” do. Each instructor also modeled the use of the TWS strategy, before, during, and after reading. After each teacher led modeling, the participants developed their own self-statements to remind them of each of the stages of TWA. These self-statements were written down so the participants could use the during the rest of the intervention.

**Lesson 2.** In Lesson 2 the instructors and participants collaboratively practiced the TWN mnemonic and learned what to do at each stage of the strategy. The concept of main idea and supporting details for the summarization strategies were introduced by having the participants collaboratively retell what they had learned from a text. The instructor modeled how to select the main idea and supporting details and guided the participants as the practiced the strategy. In pairs, the participants then wrote a collaborative summary while supported by the instructor. If a partner was not available, the participants would pair with an adult.

**Lesson 3**. In Lesson 3 participants practice using the TWA strategy with an expository texts from the school district adopted curriculum in science or social studies at their instructional reading level. The participants charted their progress using graph paper and practiced collaboratively with the instructor and each other. The participants were taught how to highlight important information within a text and to use that information to write a summary. A yellow highlighter indicated a main idea, a green highlighter indicated a supporting detail, and a pink highlighter was used to identify extraneous information. Using the highlighted text the participants each wrote a summary to describe the important information from the text in collaboration with another participant.

**Lesson 4.** Lesson 4 continued the collaboration of participants in pairs with authentic social studies or science text using TWA. The highlighters were replaced with small abbreviations (“mi” for main idea and “d” for details). The participants continued to practice each step of the TWA strategy to create a written summary, both collaboratively and independently.

**Lesson 5.** The objective of Lesson 5 was to have participants practice independently without using a checklist or their self-statements. The participants practiced independently without using a checklist or their self-statements. The participants practiced independently using the TWA strategy with guidance from their instructor. Each participant continued to practice every step of the TWA strategy to create a written summary that included a main idea and critical supporting details from the expository text.

**Lesson 6.** The post-intervention assessment was administered to every participant during Lesson 6 to determine the effectiveness of the intervention. Participants were given a social studies or science reading passage that was written at their instructional reading level and were asked to use what they had learned to write a comprehensive summary. Participants had access to scratch paper and highlighters if they wanted them, but it was not encouraged. After participants completed their summaries they filled out a Post-Intervention Effectiveness Survey and were the then given a Certificate of Completion of the TWA strategy.

The Nine Steps of TWA

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| T | W | A |
| Phase 1  **Think** Before Reading | Phase 2  Think **While** Reading | Phase 3  Think **After** Reading |
| Determine the author’s purpose. | Monitor your reading speed. | Determine the main idea (Get the Gist). |
| Think about what you already know about the topic. | What knowledge can you link to what you are reading? | Summarize what you read using the 5 summarization rules   1. Delete unimportant information 2. Delete repeated information. 3. Use specific terms instead of general ones. 4. Find the topic sentence. 5. Make a topic sentence if one was not given. |
| Think about what you want to know about the topic. | Actively self-monitor your understanding. | Discuss what you have learned. |