

POW +TIDE: LESSON # 4

Purpose: Support It. Review POW + TIDE, Analyze and Revise Another Poor Essay (if needed), Examine Prior Performance, Compare to Current Writing Performance and Establish Writing Goals

Objectives: Review and practice POW and TIDE; discuss pretest essay, compare to current writing and establish goals for writing better essays

Materials:

- Scored pretest
- Mnemonic chart
- linking word chart
- TIDE graphic organizer
- Self-Statements Sheet
- Poor essay example (for computer)
- collaborative paper
- pencil
- scratch paper
- lined paper
- student folders

_____ I. Test POW and TIDE

Test to see if the students remember POW and TIDE by having them write the mnemonics out on a piece of scratch paper. Remember: to prepare the students for weaning off the graphic organizer, ask students to write POW across the top of the page and TIDE down the left-hand side of the sheet. Have students pair off and test each other if needed.

_____ II. Find TIDE in another poor explanatory essay (IF NEEDED: SKIP IF NOT OR USE WITH INDIVIDUAL STUDENTS OR SMALL GROUPS IF NEEDED).

Put out TIDE reminder chart, graphic organizer, and linking word chart. Go through essay example (for computer). Have students try to find all of the parts and determine what is missing or what can be better. Make notes in the graphic organizer. Use better linking words, reminding students that it is not fun to read an essay that just uses first, second, and third; and make notes for a better ending sentence. Check to be sure that you have notes for all 8 parts. If you wish and time allows, write the new and more powerful essay out on the board and add it to the rocket graph sheet.

_____ III. Establish Prior Performance

- A. Say, “Remember the explanatory essays you wrote before we learned POW and TIDE?” Pass out each student’s pretest.
- B. Tell students you don’t expect them to have all the parts in this essay, they hadn’t learned the trick yet! Have students read their paper and see which parts they have. Have students count up the number of parts they have. ***You can have students graph this number on a rocket chart they will use for the next essays they write if you like, or skip this if you prefer.***

- C. Briefly discuss with students which parts they have and which they don't. Emphasize that they wrote this essay before learning the “tricks” for writing. Now that they know the “tricks” their writing has already greatly improved. Compare the pretest paper to the collaborative paper and talk about what the students have learned about good writing. If any students are exhibiting frustration or are upset about their pretest essay, encourage them to use a self-statement.
- D. Set a goal to continue writing better papers. *Each explanatory essay they write should have at least 8 parts. Remind them that a powerful explanatory essay gets the reader's attention and tells the reader the topic, gives at least three important details about the topic, gives supporting facts for each important detail, uses transition words, and has a good ending sentence. Also, good explanatory essays make sense, are fun to write and for others to read, and teaches the reader something interesting/new about the topic.*
- E. Say, “Our goal is to have all 8 parts and ‘better’ parts the next time we write an explanatory essay.”
- A. F. Introduce Peer Scoring, as students are ready. If just introducing now, model this process for the class first before students do it on their own. Have two students volunteer to come in front of class to do peer scoring. Have a large copy of one student's writing posted, shown on smart board or pass out copies to students in pairs. Have the child read the piece aloud. Have all other students listen. After students hear the piece, have them brainstorm compliments they can give and write these on chart paper. Then have the child explain where each part is and color code the piece on the chart, smart board or direct peers in how to do this on their own copy. They can underline the “tell what you believe” sentence in blue. Then underline each reason in purple. Then underline the ending in red. Then, when they peer score, they can point out where each piece is when they show the color coding. After agreeing on which parts are there, and color coded, then the listening can give a compliment to the writer from the chart or one they thought up. All students can then color code, then read their essays to a peer (of their choice) and have the peer give feedback about whether all parts are there, referring to the color coding as evidence for each part. They can conclude by high fiving each other, then switch roles. **When peer returns piece, write a goal at the bottom for how your writing can be even better next time. This is where differentiation can begin. If students have all parts, they can be given an advanced goal setting menu and their goal can be to add transition words, strong vocabulary or more reasons.**

____ IV. Lesson Wrap-Up

- A. Remind students they will come and write out POW and TIDE and tell what they mean from memory again next lesson.
- B. Give each student their own folder. Ask students to put their materials from the lesson in the folders. Collect folders. Tell students you will pass folders out for the next lesson.

C. Continue to work with students who need extra support and students who need additional, more challenging goals. Check to be sure all students including struggling writers have memorized POW + TIDE by now. If some have not, provide extra practice.

D. BEGIN DISCUSSING MORE HEAVILY AND CONSISTENTLY WITH STUDENTS HOW THEY CAN USE POW + TIDE AT OTHER TIMES THAN IN CLASS. WHO MIGHT THEY WANT TO WRITE TO AND EXPLAIN OR TEACH SOMETHING? COULD YOU USE THIS FOR WRITING FOR THE SCHOOL PAPER? TO YOUR PARENTS? AS APPROPRIATE, DISCUSS HOW STUDENTS CAN USE POW + TIDE WHEN THEY TAKE A WRITING TEST THAT ASKS THEM TO WRITE AN EXPLANATORY ESSAY (RELATE TO YOUR STATE OR SCHOOL TESTING).