

POW + TIDE: LESSON # 6 - Part 2

THIS LESSON IS REPEATED AS NECESSARY FOR INDIVIDUAL STUDENTS TO MOVE FROM SUPPORTED WRITING TO INDEPENDENT WRITING

Purpose: Establish Independent Performance. Review POW & TIDE; Wean off Graphic Organizer; Independent Writing

Objectives: review POW and TIDE; collaborative practice as needed until independent performance is achieved, wean off graphic organizer

Materials:

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| <ul style="list-style-type: none"> · Mnemonic chart · transition word chart · practice prompts: allowance, soccer, snacks in math class · Self-Statements Sheet | <ul style="list-style-type: none"> · Rocket Graphing Sheet · Pencils · Graphic organizer · lined paper · student folder |
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_____ I. Test POW and TIDE

Test to see if students remember **POW + TIDE**. Do it out loud to save time. Have students spend some time practicing the parts out loud. Use flash cards if needed. It is essential students memorize these.

_____ II. Wean off Graphic Organizer (Some students may need to continue use of graphic organizer and may need to be weaned off more gradually.)

- A. State, “We won’t usually have a TIDE organizer page with us when we need to write an explanatory essay, but we can make our notes on blank paper like we have done on the board.”
- B. Show students how to write POW across the top of the page and TIDE down the side of the page.
- C. Show students how to leave space for each part on their notes page.

_____ III. Individual Supported Writing to Independent Writing

- A. Pass out student folders. Ask students to get out their linking word chart and their self-statements list. Give students a blank piece of paper.
- B. Write this prompt on the board: *(Write to Sources prompt)*
- C. State, “Remember that the first letter in POW is P – *Pick my idea.*” Refer students to their self-statements to get started. Remind students to decide what they believe and make notes for what they believe.

- D. State, “The second letter in POW is O – *Organize my notes*. You will use TIDE to help organize and plan your paper.” Remind students TIDE is the trick for O. State, “I will use this organizer to make my notes and organize my notes.”
- E. Review with students their goals for writing an explanatory essay. State, “Powerful explanatory essays get the reader’s attention and tell the reader something new or interesting, give at least three good important details, use linking words, and have a good ending sentence. Also, good explanatory essays are fun to write, fun for others to read, make sense, and may teach the reader something interesting.”
- F. Have students make notes for all parts of their paper. Circulate and help individual students as needed. Students can also help each other. Struggling writers will need extra help here. You can work with them individually, in small groups, or have them work with a peer as necessary and possible.
- G. Remind students to examine the parts of TIDE in their notes. When they have notes for all their parts, they are ready to write.
- H. State, “The last letter in POW is W – *Write and say more*.” Encourage and remind students to use their self-statements while they work. They can start by saying “What is it I have to do here? I have to write an explanatory essay. A powerful explanatory essay has all its parts, uses linking words, makes sense and may teach the reader something interesting or new.” Remind students they can add more good ideas as they write. Encourage students to complete the writing themselves, but help them as much as needed. Make suggestions if parts or word choices can be improved. Encourage them to use self-statements of their choice while they write. If students do not finish writing today, they can continue at the next lesson. Circulate and help individual students as needed. Struggling writers will need extra help here. You can work with them individually, in small groups, or have them work with a peer as necessary and possible.

____ IV. Graph the essay

- A. Ask students to get their rocket graphing sheet from their folders.
- B. Ask students if their paper had at least 5 parts. Ask them to find their topic statement, the three or more important details, and the ending sentence. Circulate and help students to verify the number of parts they have. Or, you may pair students off to share and count their parts together. If a student is missing a part(s), they may add them now if time allows (i.e., they can revise).
- C. Remind students that one square on the rocket gets colored for each part that was written. Also, color the stars for each additional important detail if there are more than 3 important details in the essay and one star for each transition word used in the essay.
- D. Congratulate students on their hard work and remind them of their goals for next time.

E. Peer Score again. If any students are still struggling, they can read and repair peer models in small group setting. Others students can work on weaving in higher level stylistic elements.

____ V. 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. Ask students to put their materials from the lesson in the folders. Collect folders.
- C. ***CONTINUE DISCUSSING WITH STUDENTS HOW THEY CAN USE POW + TIDE AT OTHER TIMES THAN IN CLASS. WHO MIGHT THEY WANT TO WRITE TO AND EXPLAIN SOMETHING NEW OR INTERESTING? 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).***

*****REPEAT THIS LESSON UNTIL STUDENTS CAN WRITE INDEPENDENTLY. Two prompts are attached. You may also create your own prompts if necessary.**

Think about whether or not boys and girls should play soccer together. Decide what you believe and think about who your reader(s) might be. Write an explanatory essay that can convince your reader to agree with you.

Think about whether or not kids should be allowed to eat snacks during math class. Decide what you believe and think about who your reader(s) might be. Write an explanatory essay that can convince your reader to agree with you.