

POW +TIDE+TWA: LESSON #1 (Adapted from Karen Harris)

These lessons would follow TIDE introductory lessons. They may take more than one class session to complete.

Purpose: Develop Background Knowledge, Discuss It

Objectives: Discuss the TWA strategy as a good strategy for getting information from text that can be used in writing to inform. The teacher will explain and discuss how to use the TWA strategy for reading informational text (to be used for informative writing) before, during, and after reading. Students will orally state how the six steps of TWA are used before, during, and after reading.

Materials: TWA mnemonic chart (copy for each student)

_____ I. Review POW+TIDE and Introduce Reading Informational Text for Informative Writing

A. Briefly review what students have learned about POW+TIDE, including what they stand for and how they help us write to inform a writer. Note that up to now, we have been thinking of information on our own, using our own thoughts. Another important trick for writing powerful essays is to read about a topic to help identify information that can inform your readers. Text that gives you important information is called informational text. **Summarize – it is called informational text because it gives you information on a topic!** Spend a minute making sure students understand the term informational text (it is text that teaches you about something; it is text that gives you information about something, and so on). When an author **writes to inform**, we know to **look for information such as main ideas and details**. And, when an author writes to inform, **the author often includes facts in the text (discuss the meaning of a fact)**. **Summarize: informational text includes what? Main ideas, details, and facts. Main ideas, details, and facts can help us think about how to inform our reader! The big ideas or main ideas might help us with providing evidence, and the details might help us with explanations! Facts can help inform a reader too.**

B. Tell the students that you are going to teach them a “trick” or “strategy” for reading informational text to add to their strategies for writing to inform. Tell them that the strategy will help them understand what they read and reading the text will help them think about information and details that can help them inform their reader when they write about that topic. Discuss with the students: how reading informational text before they write could help with POW + TIDE? You might remind them of the time they revised an informative essay. If they had an article to read about the topic, how could that have helped? An article to read might give us **more ideas for information to include**.

_____ II. Introduce TWA

A. Display a TWA mnemonic chart so that only the heading “TWA” shows. Uncover each part of the strategy as you introduce and discuss it. Emphasize that **TWA is a strategy that good readers often use before, during, and after reading**. Use the **analogy of an airplane taking off**. For example, you might say, *“With TWA we can take off with reading! Just like a pilot of a plane, we are the pilots and in control of our reading. Just like a pilot who does specific things before, during, and after a plane trip, we need to do things before, during, and after reading. Then, we can use what we have read to help us write to inform.”*

_____ III. Introduce Think Before Reading

A. Tell the students that there are two steps to complete when you “Think before reading.” The first step is to **“think about the author’s purpose”** (uncover this). Use the pilot analogy - a pilot thinks about his or her purpose and then has an understanding of where he or she is to go. When an author writes informational text, the author is writing to share important information with the reader. (What is included – main ideas, details, and facts!) Authors can write for many other Important Details and TWA can be changed to help you read other kinds of text, such as stories, but we will be using TWA now for informational text. **When we read informational text, we can finish this sentence about the author’s purpose: The author wrote this text to inform me about _____.**

B. Uncover the second step, **“think about your own ideas for information and details.”** Use the pilot analogy - the pilot of a plane knows a lot about flying. When pilots know where they are going, they begin to think about what they know about how to get there. When reading, thinking about your own ideas for information and details also helps you understand what you are reading and how the informational text can help you plan a Informative essay. **You can think about what information from the article you want to use to support your ideas AND you can find new ideas in the article. It is important to make notes on scratch paper for your own ideas.**

_____IV. Introduce While Reading

A. Tell the students that there are **two things good readers do while reading**. Uncover the first thing, **“think about reading speed.”** Use the pilot analogy - a pilot must constantly check his or her speed. Going too fast or too slow can have disastrous results. When reading, checking reading speed or pace is something good readers do as well. Reading speed is important because reading too fast or slow can make it harder for you to understand and use what was read. We need to read at different speeds sometimes. For example, we might need to read our informational text very carefully so we would slow down, but a book we might read very quickly.

B. Uncover **“Rereading and marking Is and Ds”** Use the pilot analogy - A good pilot keeps looking at the flight plan and marks off points on the flight plan. You can mark parts of the text that you could use as information and details. (You will show the class ways they can mark the articles later.) **Remember, you can think about what information from the article you want to use to support your ideas AND you can find new ideas in the article.**

_____V. Introduce After Reading

A. Tell students that there are two things good readers do after reading informational text to help write essays. Uncover the first thing; **Think about what will inform your reader?** After you have read the text carefully and marked ideas for information and details, now it is time to **think about your reader and what information and details YOU want to use. These ideas can come from the article and from your own ideas.** *Briefly discuss: If you do not have a lot of time to write, you should also think about how much information you can write about in the time you have, and pick the ones you think are best.* (This will be returned to later, just lay a brief groundwork here).

B. Uncover **Make notes for information and details you will write about.** Now you get to use **POW+TIDE+TWA!** Ask students if they remember how to make their own TIDE planning sheet; review, POW

across the top (if they want to) and T, Is and Ds down the side. Make your writing notes, using ideas from the article and/or your own ideas. You can look back at the article as much as you want to. **Be sure to use your own words when you write your notes and your essay because we aren't allowed to copy other people's words.** If appropriate, you can explain the term plagiarism. What do you do after you make notes? Right – W = Write and Say More – now you write!

VI. Memorization Practice

A. Have the students write out the mnemonic for TWA with spaces for the two steps on scratch paper. First ask the students what the letter stands for. Then ask the students to check off spaces as they orally state each step that goes with the letter. Help as needed, let students help or quiz each other. Students only write the following:

T ____ ____

W ____ ____

A ____ ____

B. Review with students why it is important to use TWA before, while, and after reading. Stress that **now when we write Informative essays we will use POW+TIDE+TWA!** Using them all together will give us even **more POWER** for our writing.

VII. Wrap-up. Have students add their TWA mnemonic sheet to their folders. Tell students that next time they will try to write out the TWA mnemonic (like above) and tell what it means.



T Think Before Reading

Think about:

The author's purpose

Your own ideas for information and details

W While Reading

Think about:

Reading Speed

Rereading and marking Is and Ds

A After Reading

Think about:

Think about what will inform your reader?

Make notes for information and details you will write about

POW +TIDE+TWA: LESSON #2

This lesson typically takes more than one class session to complete.

Purpose: Develop Background Knowledge, Discuss It, Model It, and Develop Self-Statements for using TWA

Objectives: Further develop background knowledge. The teacher will model using the TWA strategy and self-regulation procedures before, during, and after reading. The students will develop a list of self-instructions for using TWA.

Materials: POW + TIDE mnemonic chart; Informational article (Space Travel; this version is supportive of it; the title purposively does not state this, it is determined while you read); TWA mnemonic chart, TWA checklist; rockets graphing sheet; different color highlighters

____ I. Review TWA

A. Give each student a piece of paper and ask them to write out the strategy reminder, TWA, with spaces as done in Lesson 1. Ask them what each letter stands for. Orally practice the six steps of TWA. If students have trouble with the parts, give them a few minutes to practice together.

B. Ask the students if they remember why it is important to use TWA when reading an informational article. Let them (or you) give examples of how TWA can help in reading informational text when you need to write a Informative essay.

____ II. Model TWA, Goal Setting, Self-monitoring, Self-statements

A. Tell the students that you will show them how **POW+TIDE+TWA** works when reading an informational article to help you write a Informative essay. Tell them that you will go through all the steps of POW+TIDE+TWA. Let them know that you will be reading and thinking out loud so that they can see all the POW+TIDE+TWA steps. Students can assist you when appropriate, but remember **YOU ARE IN CHARGE!**

B. Review POW+TIDE. Use the mnemonic chart if helpful.

C. Introduce the TWA checklist that you will use when reading the article. Tell the students that you will be showing them how to use the checklist.

D. Model POW+TIDE+TWA using self-statements to guide you. Be sure to use all the types of self-instructions you used earlier with POW+TIDE. Tell the students that they will get to practice using POW+TIDE+TWA with you just like they practiced POW+TIDE with you. Be sure to check each step off on the checklist as it is completed. A model script follows:

*Our essay assignment today is to **write an essay informing your classmates about space travel. Now, I need to start with POW.** Review, P stands for? (Pick my idea). Ok, my assignment tells me that I need to write to inform my classmates about space travel. That's P! O stands for Organize my notes, but this time I have an informational article to help me with that, so I won't fill in my note chart yet. **Using TWA will help me understand the article and think of good information and details for my essay.** What is the first thing I should do? The first thing I need to do is to **T** - think about two things before reading. First, I need to **think about the author's purpose.** Well, I can do this. The title is, "Space Travel, so I bet this will inform me about space travel." I should read the first sentence to be sure. (Read the first sentence.) Hmm, I'll read the second sentence. (Read the second sentence, or more if needed.) OK. **I can finish this sentence about the author's purpose: The author wrote this text to inform me about why space travel is important.** Check off T step one on the TWA monitoring checklist.*

*The next thing I need to do for T is **think about my own ideas for information and details. I know - I need to make notes on scratch paper for my own ideas.** (Model making notes for at least two or three pieces of information and details, headed I and E, on scratch paper, stating that you will make your whole TIDE plan after you do TWA. Students can help you here). I know I can think about what information from the article I want to use to support my ideas AND I can find new ideas in the article. **EXPLAIN TO STUDENTS: PEOPLE WHO SCORE WRITING TO INFORM TESTS WILL LOOK TO SEE IF YOU USE YOUR IDEAS AND IDEAS FROM WHAT YOU READ.** Check off step two for T on checklist.*

*I have checked the two steps for T - think before reading. **I am ready to read.** Now I will do the two steps for W – think while reading. The **first thing** I have to do for W is **think about reading speed.** (Start reading at a normal speed, then, speed up.) Whoa – slow down – I am going too fast to think about what I am reading. I do need to think about reading speed! I will slow down so I can understand what I am reading and think about information and details (stopping at punctuation is a good way to monitor this). Then, read at an acceptable speed, stopping to note where you see possible information and details. Students can help you by telling you when they hear a possible important detail or explanation as appropriate. When you finish reading, mark off the first step for W on the checklist.*

*I really know a lot more about space travel now. What do I need to do next (model looking at the TWA checklist to see where you are)? The **second thing for W** is: **Rereading parts and marking Is and Ds.** I will read this article again, and this time I will mark ideas for information and details. (Introduce markers) I will use these markers to help me identify ideas for information and details (Use one color to highlight possible information and another for possible details; highlight phrases and key words rather than complete sentences as much as possible). As you highlight, note **where the author provides facts.** Remember out loud that **facts can really help you inform a reader.** As you work, use coping statements such as "This is taking a long time, but I know I will get faster with practice." Also use reinforcing statements when you find information and details. Have your students help you find ideas for information and details.*

Briefly ask your students how we know the article you just read is informational?

*Now I am ready to do A. The **first step for A** is **Think about what will inform your reader?** I see that I have found lots of ideas for information and details in this article. I need to pick the ones I want to use to inform my readers. My readers will be my classmates and my teacher, and sometimes I may have to take a test that asks me to write to inform. Now I will look back and put a star next to the ideas for information and details I want to use. (Model doing so, thinking out loud about what you are picking and why; students can help you here. Model picking at least a couple of facts or more to use, noting that facts can help inform readers. Keep the total number of pieces of information and details reasonable for this group – decide ahead roughly how many pieces of information and details, and how many paragraphs you want to model).*

*The **second step for A** is **Make notes for information and details you will write about.** I know what to do! Now I need TIDE!! (Model making a TIDE note sheet on scratch paper). I will organize my notes here (that is O in POW!). First, let me look at my ideas I wrote on scratch paper before I read this article. I will think about my ideas and ideas from the article as I plan.*

*Model making notes for each part of TIDE on the scratch paper organizer as you have done before. Use self-statements while you model as you have in previous lessons. **Model looking back at the article several times to help you make notes and looking at the notes you made for your own ideas.** The students can help you select information and details. Then, students can help you number the pieces of information and details in the order you want to use them. Remember to think about linking words. **Mark off the second step for A.** (Select a reasonable number of information and details for this group; however, it should be more than they have been using before now; as these lessons continue, you can continue to adjust number of information and details as reasonable for different students).*

Model writing the essay, beginning with a strong topic sentence that catches the reader. Remind yourself that you have to put your ideas into your own words. Look back at the article as needed. Add ideas or make changes as you write (write and say more). Include a good ending (all parts of TIDE). Students can help throughout.

III. Graph This Essay

A. Have students help you graph this essay using a rocket sheet as before. You can continue on a previous sheet you have used or you can start a new sheet. You should “bust” the rocket and have more information and details than you have had in past essays. You should have a good topic sentence that catches the reader and a good ending, and good linking words.

B. Discuss with students how reading an informational article has helped you write your best Informative essay so far! Have them explain how and why.

IV. Develop Self-instructions

A. Give each student a blank copy of the TWA self-instruction sheet. Explain that they will use the paper for recording some things they can say to themselves when reading with TWA. Ask them if they remember things you said to yourself when thinking before, while, and after reading. Stress that the things you said to yourself helped you remember the TWA strategy and how to use it.

B. Have the students record one or two things they could say to their selves when thinking before, while, and after reading. Remind them that these are things they can say inside their head.

IV. Wrap-Up

Remind students that there will be a “test” on TWA next time!

POW +TIDE+TWA: LESSON #3

This lesson may take more than one class session to complete. If students are not ready to take the lead after this lesson, **this lesson may be repeated as needed, using new source text.**

Purpose: Collaborative Writing

Objectives: Review POW+TIDE+TWA, begin collaborative writing and gradual release of control to students, reinforce transfer

Materials: POW + TIDE+ TWA mnemonic chart; Informational article (Space Travel); TWA checklist; rockets graphing sheet; different color highlighters

____ I. Review TWA

A. Give each student a piece of paper and ask them to write out the strategy reminder, TWA, with spaces as done in Lesson 1. Ask them what each letter stands for. Orally practice the six steps of TWA. If students have trouble with the parts, give them a few minutes to practice together. Briefly practice POW+TIDE as well if needed.

B. Ask the students if they remember why it is important to use TWA when reading an informational article. Let them (or you) give examples of how TWA can help in reading informational text when you need to write a Informative essay.

____ II. IF Needed, RE-MODEL AND REPEAT LESSON 1 BEFORE CONTINUING HERE, USING A NEW SOURCE TEXT (with whole class or small groups).

____ III. Group Collaborative Writing, Teacher Leads (Teacher note: Review Lessons in preparing for this lesson, same basic procedures used here.)

A. Pass out student folders, if not already out. Ask students to get out their POW+TIDE+TWA chart, **linking word chart (remember, students can add to this list across lessons)**, and self-statements list.

B. Write this prompt on the board: *write an essay informing your classmates about space travel. Discuss – this is the opposite view of the last essay we worked on!*

- C. Let students lead the writing process as much as possible. Help students as needed. This is a collaborative process, together you will write a group essay as before, but using POW+TIDE+TWA. **Briefly review the goals for writing an informative essay** with the students. See if students can give you all of these, help as needed: Powerful essays get the reader’s attention and overview the topic, give at least three good pieces of information and details, use linking words, and have a good ending sentence. **When we have informational text, we need to use ideas from the text for information and details.** Also, good informative essays are fun to write, fun for others to read, and make sense.
- D. How do we start? Pull as much as possible from students: Our assignment today is to **write an essay informing my classmates that XXX. Now, I need to start with POW.** Review, P stands for? (Pick my idea). Ok, my assignment tells me that I need to write to inform my classmates about space travel. That’s P! ***Throughout TWA and TIDE, encourage students to use, or help you use, self-statements as appropriate.***
- E. What do we do next? O stands for Organize my notes, review: we have an informational article to help us with that, so we won’t fill in my note chart yet. We need to do TWA first! On scratch paper, write T, W, and A, each with two lines below to mark off as you complete the next steps. Lead students through the two steps for T, being sure they can complete the sentence about the author’s purpose: ***The author wrote this text to inform/teach me about space travel.*** ***Check off T step one on the TWA monitoring checklist.*** Lead students through step 2: think about my own ideas for information and details and make notes on scratch paper. ***Remind students that we can think about what information from the article we want to use to support our ideas AND we can find new ideas in the article, and PEOPLE WHO SCORE WRITING TO INFORM TESTS WILL LOOK TO SEE IF YOU USE YOUR IDEAS AND IDEAS FROM WHAT YOU READ. Check off step two for T on checklist.***
- F. Look back at TWA on chart, and then **lead students through the two steps of W**, assisting as needed. Help students set a pace for reading the first time through that allows them to think about what they are reading. Reread and use markers (students can help or work on their own copy at their desk), ***marking Is and Ds. As you highlight, note where the author provides facts. Check off both steps for W.***
- G. Look back at TWA on chart, and lead students through the two steps for A. Pull from students – Step 1, now is when we use TIDE! Using scratch paper organizer, makes notes for TIDE. ***Guide students to look back at the article several times to help make notes and to look at the notes the group made for your own ideas. Work with students to select information and details and number them in the order you want to use them. Remember to think about linking words. Mark off the two steps for A.***
- H. Write the essay together, ***beginning with a strong topic sentence that catches the reader and then information and details. Work with students to put your ideas into your own words. Look back at the article as needed. Encourage students to add ideas or make changes as you write (write and say more). Include a good ending (all parts of TIDE).***

____ III. Graph This Essay

- A. Have students help you graph this essay using a rocket sheet, adapted for points for each time text is used. Discuss with students how reading an informational article has helped you all write a good informative essay together. Tell students you will write together again, but soon they will do this on their own.

____ IV. Wrap-Up

Remind students that there will be a “test” on TWA next time! ***DISCUSS WITH STUDENTS HOW THEY CAN USE POW + TIDE+TWA AT OTHER TIMES - IN THEIR OTHER CLASSES AND OUTSIDE OF***

CLASS. WHO MIGHT THEY WANT TO WRITE TO AND INFORM? HOW COULD THEY FIND INFORMATIONAL TEXT IF IT WASN'T GIVEN TO THEM (BOOKS IN THEIR SCHOOL, LIBRARY, HOME, ONLINE, ETC). 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 ESSAY (RELATE TO YOUR STATE OR SCHOOL TESTING).

POW +TIDE+TWA: LESSON #4

Note to teachers: This lesson will take more than one class session to complete. This lesson is repeated, using new source texts, as needed until students are able to write independently. If students attempt to write alone (or any other step, such as not using markers to note Is and Ds in source text) and have difficulty, back up and repeat this lesson or parts of it as needed - with the whole class, small groups, or individual students. Use peer supports as helpful. If you are preparing your students to take a timed test where they write an essay after reading source text, you will need to:

a) Practice POW+TIDE+TWA with source text that matches the testing text in characteristics, if that text is longer or more difficult than the instructional text. Further, especially for struggling readers and writers, you need to discuss what to do when the source text includes words or terms you don't understand (for example, the word "economy" was unknown to many of our 4th grade struggling writers when we read the space travel text, and even when we tried to define and discuss it, it remained difficult for some of them). For testing situations ONLY, we told our students the following: In the future when you are reading informational articles and writing essays for a writing test, there may be parts of the article that you don't understand. If you don't understand it, and you are not allowed to ask anyone to help you, move on because you won't be convincing if you try to write about things you don't understand. Also, there are plenty of other information and details that the informational article gives you that you will understand."

b) Practice POW+TIDE+TWA within the time allowed on the test. For some ideas on how to help students prepare for timed writing tests, please see our Lesson Plans for Count and Plan FAST (for timed writing of a narrative fictional story with self as main character).

Purpose: Collaborative Writing, students lead; release of control until students reach Independent Performance.

Objectives: Review POW+TIDE+TWA, collaborative writing with less teacher support until students are able to write independently using source text, *wean off highlighters*, reinforce transfer

Materials: lined paper, POW + TIDE+ TWA mnemonic chart (if needed, if not, wean off); informational article (Year Round School); TWA checklist; rockets graphing sheet; different color highlighters

Teacher Decisions that Need to be Made Ahead Each Time This Lesson is Taught:

1. How much guidance and support do I need to provide with the source text? Do I need to read the source text out loud with them, and mark it with them again?

2. Do my students need to use highlighters again? Either the first or second time you teach this lesson, explain to your students that when they take a Informative writing test, they will not have highlighters. Instead of highlighters, they can underline ideas for important details and circle ideas for explanations (or, use big capital Is and Ds to note ideas for information and details in the text; or any other method you and your students prefer). Demonstrate and practice this with the students until they are comfortable with it.

3. How much guidance and support do I need to provide with planning? Try letting students plan alone using this or the next source text, and then go over their plans together and see who needs more help.

4. How much guidance and support do I need to provide with writing the essay? You can let students start writing alone, and then help as needed, or you can write collaboratively with students leading the first time, and move toward greater independence the next time.

One way to do this lesson the first time is to read and mark the source text with the students, each marking their own copy of the source text (highlighters or alternative marking, your choice), then let them plan and write as independently as possible. Or, you might make a plan all together, and then let them write independently. The goal is for them to be able to read the source text independently and do each step of POW+TIDE+TWA independently, using only line paper and no charts or other support materials. When they can do this successfully, they have reached independent performance.

_____ I. Review TWA – if needed

A. Orally (or on paper if needed) practice the six steps of TWA. If students have trouble with the parts, give them a few minutes to practice together. Briefly practice POW+TIDE as well if needed.

B. Ask the students if they remember why it is important to use TWA when reading an informational article. Let them (or you) give examples of how TWA can help in reading informational text when you need to write a Informative essay.

_____ II. Collaborative Writing, Wean off Teacher Support (Teacher note: Review Lesson 3 before teaching Lesson 8 if helpful, as steps are given briefly here.)

I. Pass out student folders, if not already out. *If needed*, ask students to get out their POW+TIDE+TWA chart, **linking words chart (remember, students can add to this list across lessons)**, and self-statements list. *The goal is to wean off use of these.*

J. Write this prompt on the board: *Write an essay informing your classmates about year round schooling.*

K. Let students lead the writing process as much as possible. Help as little as possible, but do help when needed. **As needed, review the goals for writing an essay** with the students. See if students can give you all of these, help as needed: Powerful essays get the reader’s attention and give interesting information, give at least three good supporting details, explain each detail, use linking words, and have a good ending sentence. **When we have informational text, we need to use ideas from the text for information and details. We can easily give more than 3 important details and we can give more and better explanations.** Also, good essays are fun to write, fun for others to read, make sense, and may open the reader’s mind to new ideas.

L. As in Lesson 3, make sure students use all steps of POW+TIDE+TWA, but allow students to lead (or work independently when ready) and help as needed. *Throughout TWA and TIDE, encourage students to use, or help you use, self-statements as appropriate. The key points in TWA are summarized here:*

T: 1. The author wrote this text to inform/teach me about _____.

T:2 Think about my own ideas for information and details and make notes on scratch paper using my ideas. Remind students that they can think about what information from the article they want to use to support

their ideas AND they can find new ideas in the article, and PEOPLE WHO SCORE WRITING TO INFORM TESTS WILL LOOK TO SEE IF THEY USED THEIR IDEAS AND IDEAS FROM WHAT THEY READ.

W: 1. Set a pace for reading the first time through that allows me to think about what I am reading.

W: 2. Reread, marking Is an Ds. As you mark, note where the author provides facts. NOTE: SOME STUDENTS WILL BEGIN TO MARK WHILE THEY READ THE FIRST TIME, RATHER THAN WAITING, AND THIS IS FINE AS LONG AS THEY ARE DOING SO CORRECTLY. THIS IS AN INDICATION THAT THEY ARE BECOMING MORE CAPABLE OF THIS FORM OF CLOSE READING.

A: 1. Now is when we use TIDE! Using scratch paper organizer, makes notes for TIDE. (Look back at the article as needed to help make notes and look at the notes for your own ideas.)

A:2. Select information and details and number the important details in the order you want to use them. Remember to think about linking words.

III. Graph This Essay and Wrap Up

A. Have students graph each essay (written collaboratively or alone) using a rocket sheet, adapted for points for each time text is used. Discuss with students how reading an informational article has helped you all write a good Informative essay together. Tell students that soon they will do this on their own. As appropriate, prepare for and discuss timed testing.