



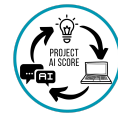
Empowering Writers with the POWER Writing Strategy



What is the **POWER** Writing Strategy?

P	Plan your ideas.
O	Organize your thoughts.
W	Write your draft.
E	Edit your work.
R	Revise to make it better.

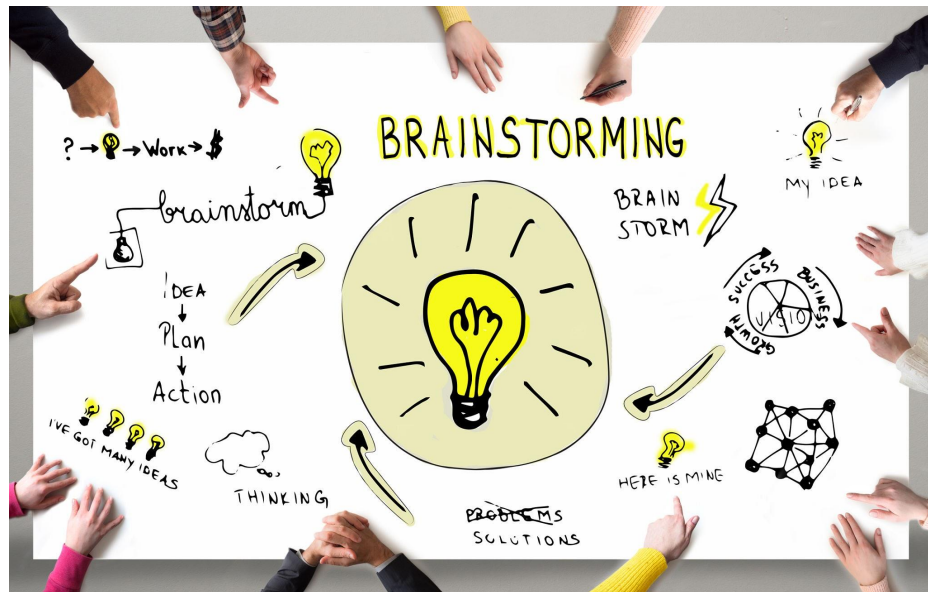




Meet the POWER Steps - Step 1: PLAN

Description: This is the brainstorming phase. Students generate ideas and activate their background knowledge related to the writing prompt.

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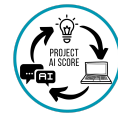


Meet the POWER Steps - Step 1: PLAN

Tools: Use visual webs, picture prompts, and sentence starters to help students generate ideas.

Goal: Activate background knowledge and spark ideas.

Teacher Tip: "Let's just focus on brainstorming today."



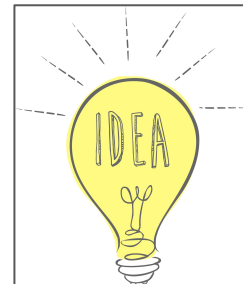
Meet the POWER Steps - Step 2: ORGANIZE

POWER - ORGANIZE



A large, stylized letter 'O' inside a circle with a pink and black gradient.	<p>I think/in my opinion.</p> <p>I think students should get to choose their seats.</p>
A large, stylized letter 'R' inside a circle with a gold and black gradient.	<p>One reason</p> <p>It helps kids feel less nervous.</p> <p>Another reason</p> <p>They work better when sitting near a friend.</p>
A large, stylized letter 'E' inside a circle with a purple and black gradient.	<p>For example</p> <p>One time I sat near my buddy and asked him for help on math.</p>
A large, stylized letter 'O' inside a circle with a pink and black gradient.	<p>That's why I think</p> <p>Letting students choose seats can make learning happier.</p>

Introduction: What is a Service Dog?		
One important idea is...	or	I want to find out...
Main Idea		Supporting Ideas
Paragraph 1 Jobs they do...		
Paragraph 2 Who they help...		
Paragraph 3 Training and behavior		
Conclusion		
They matter.... Write a personal opinion or a thank you to trainers of service dogs.		





Meet the POWER Steps - Step 2: ORGANIZE

Description: Students structure their ideas into a logical sequence.

Tools: Graphic organizers like outlines, storyboards, or mind maps can help students organize their thoughts.

Goal: Create a clear structure for the writing piece.

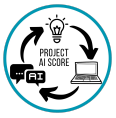
Teacher Tip: "Let's put our ideas in order so our writing makes sense."



Meet the POWER Steps - Step 3: WRITE

Students draft their writing based on the plan and organization they have created.





Meet the POWER Steps - Step 3: WRITE

Tools: Sentence frames, paragraph starters, and word banks can provide support during the writing process.

Goal: Translate organized ideas into written form.

Teacher Tip: "Just get your ideas down on paper; we can fix it later."



Meet the POWER Steps - Step 4: EDIT

Description: Students review their writing for errors in grammar, spelling, punctuation, and capitalization.



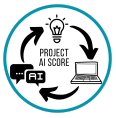


Meet the POWER Steps - Step 4: EDIT

Tools: COPS checklist (Capitalization, Organization, Punctuation, Spelling)

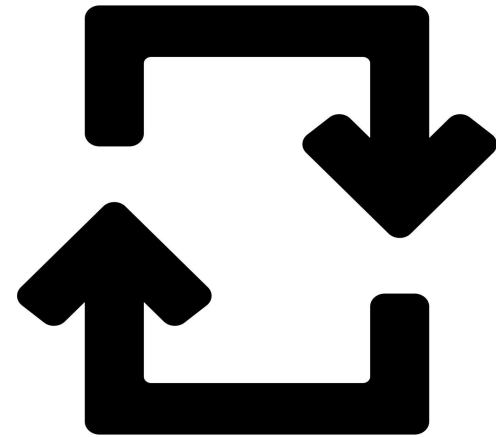
Goal: Correct errors in mechanics.

Teacher Tip: "Let's make sure our writing is easy to read."



Meet the POWER Steps - Step 5: REVISE

Description: Students improve the content and clarity of their writing by adding details, rearranging sentences, and replacing weak words.





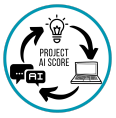
Meet the POWER Steps - Step 5: REVISE

Tools: ARMS checklist (Add, Remove, Move, Substitute)

Goal: Improve the quality and clarity of the writing.

Teacher Tip: "Let's make our writing even better by adding more details."

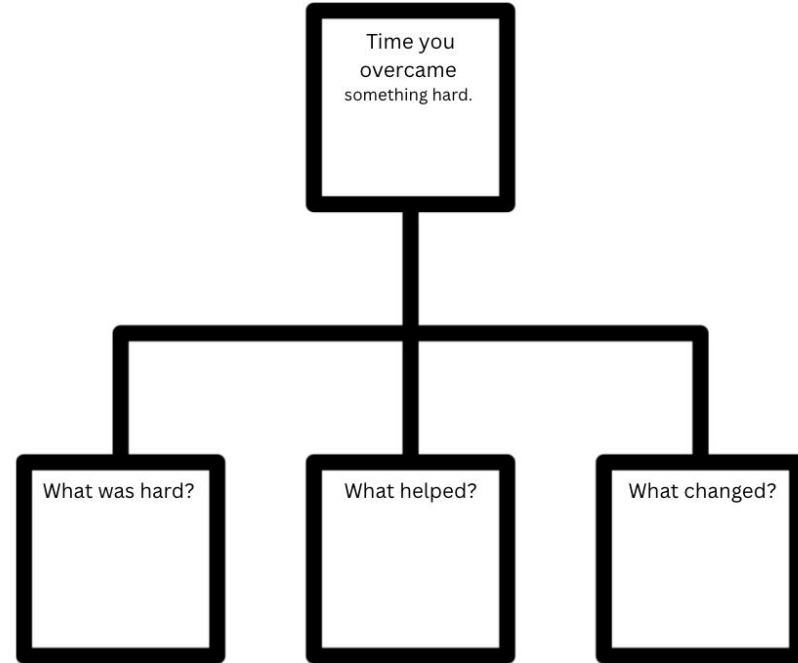
Example of Student Narrative using the POWER writing strategy



P = PLAN

Teacher Support:

- Use a visual web with prompts:
 - 🙄 What was hard?
 - 💪 What helped?
 - 🎉 What changed?



Example of Student Narrative using the POWER writing strategy

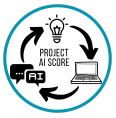


Student Brainstorm Example:

I was scared to swim. I didn't like deep water. My coach helped me. I practiced a lot. I swam the whole pool.

Example of Student Narrative using the POWER writing strategy

O = ORGANIZE



Teacher Support:

- Use a story sequence organizer depending on what you are teaching. This could be a sequence similar to the one shown or use a different writing strategy (OREO for persuasive, Hamburger for many other writing types)

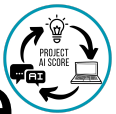




Example of Student Narrative using the POWER writing strategy

Student Outline:

- Beginning: I was scared to swim at practice.
- Middle: I practiced with my coach.
- Climax: I swam across the deep pool.
- Ending: I felt proud and not scared anymore.

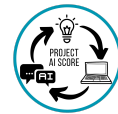


Example of Student Narrative using the POWER writing strategy

W = WRITE (Rough Draft)

i was nervus to swim. the deep end scared me. coach said i can do it. i keep trying. then i swimmmed across the pool. it was hard but i did it. i felt happy.

- Student writes. At this time they should not worry about grammar, spelling, capitalization, or punctuation. It is time to get ideas into a paragraph or multiple paragraphs.



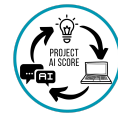
Example of Student Narrative using the POWER writing strategy

E = EDIT (COPS) Teacher Guided Fixes:

I was nervous to swim.
The deep end scared
me. Coach said I could
do it. I kept trying. Then
I swam across the pool.
It was hard, but I did it. I
felt happy.

Student Final Product

My hands were shaking when
I got to the pool. Coach said I
could do it, and I kept trying.
The deep end still scared me,
but I swam across the pool. It
was hard, but I did it. I felt
proud.



Example of Student Narrative using the POWER writing strategy

R = REVISE (ARMS)

Student Revisions:

- Add: “My hands were shaking.”
- Remove: Repeated “I was scared” line
- Substitute: “Happy” → “proud”
- Move: Coach’s encouragement moved earlier

Student Final Product

My hands were shaking when I got to the pool. Coach said I could do it, and I kept trying. The deep end still scared me, but I swam across the pool. It was hard, but I did it. I felt proud.



Reflection and Planning

- Which POWER step feels the most doable for you to implement?
- Where do you anticipate roadblocks in using this strategy?
- How could this strategy support your current students' writing development?



**Interested in learning more?
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