POWER

Best Practices and Adaptations

Understanding the POWER Strategy

P: Plan (What do I want to say?)

O: Organize (What order makes the most sense?)

W: Write (How can I say it clearly and completely?)

E: Edit (Did I check for grammar and spelling?)
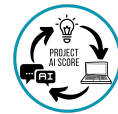
R: Revise (Can I make it better or clearer?)

Understanding the POWER Strategy

This strategy…

Supports: Planning, Organization, Drafting, Editing, Revising

Applies To: Persuasive, Narrative, and Informational Writing

Grade Levels: Grades 6–12

Suggestions for Implementation

Teach each step of P.O.W.E.R. explicitly and sequentially.

- This strategy works best if students are already familiar with other writing strategies like OREO, COPS, or ARMS, as these can be integrated into the steps.
- Use a think-aloud to model each step with clear examples (informational, persuasive, and narrative).

Anchor the strategy with a visual P.O.W.E.R. Chart or poster.

- Utilize visuals and sentence starters during the **Plan** step.
- Connect each step to real-life tasks, such as comparing planning an essay to planning a trip.

Promote "write now, fix later" during the Write step.

- This builds confidence and separates the generative process from the corrective process.

Use a color-coded checklist (like COPS) for the Edit step.

- Focus on 2-3 key targets instead of marking every error in a draft.

Teach revision moves (ARMS: Add, Remove, Move, Substitute) one at a time for the Revise step.

- Allow revision to occur more than once to build ownership.

Common Pitfalls

Don't skip steps or assume students can follow the strategy without explicit teaching of each area.

- The strategy supports executive functioning and self-regulation, which requires careful instruction.

Don't skip brainstorming or idea activation during the Plan step.

- Avoid using open-ended prompts without visual or verbal scaffolding.

Don't assume students can sort or structure without guidance during the Organize step.

- Organization is essential for clarity; don't skip it.

Common Pitfalls

Don't interrupt drafting with corrections or critiques during the Write step.

- Avoid penalizing spelling or grammar in rough drafts.

Don't expect independent editing without a tool or guide during the Edit step.

- Do not rely solely on red pen feedback; use color-coding and discussion instead.

Don't treat revision like editing during the Revise step.

- Revision is about improving ideas, not just fixing conventions.
- Avoid overwhelming students with a full revision list; chunk and model.

WRITE

Troubleshooting

Issue/Challenge	What to Do
Student skips prewriting	Use visual prompts, brainstorming webs, and verbal idea generation
Confusion between edit vs. revise	Teach with color-coded examples and comparison models
Overwhelm with multiple P.O.W.E.R. steps	Chunk instruction over days or writing blocks; display a step-by-step visual schedule

Troubleshooting

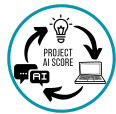| Issue/Challenge	What to Do
Student avoids writing because of fear of mistakes	Normalize errors in drafts; use "Write first, fix later" language; allow assistive tech
Minimal responses or "I don't know"	Offer choices, sentence stems, picture cues, or allow oral planning
Repetitive word choices or vague ideas	Use word banks, mentor texts, and revision menus to expand vocabulary and depth

Adapting POWER for ALL learners

Use Sentence Starters.

- **Benefit**: Reduces cognitive load by giving students a starting point.
- **Example**: "I remember a time when…" or "It all started when…".

Use Color-Coded Graphic Organizers.

- **Benefit**: Provides visual clarity and promotes self-monitoring of idea quality and relevance.
- **Adaptation**: Use different colors (e.g., green/yellow/red) to help categorize and assess ideas.

Use Voice-to-Text for Students with Motor Challenges.

- **Benefit**: Reduces fatigue and frees cognitive energy for idea development.
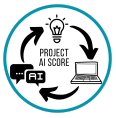- **Tools**: Built-in speech-to-text features on tablets or apps like Google Docs.

Adapting POWER for ALL Learners

Provide Editable Digital Graphic Organizers.

- **Benefit**: Allows students to easily type, drag, and drop elements, and can be customized for individual goals.

Offer Sentence Frames for Editing and Revising.

- **Benefit**: Supports students with language processing difficulties by modeling academic language and building metacognitive awareness.
- **Example**: "I improved this part by…" or "This detail makes my writing clearer because…".

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