

I. Preparation (Before Teaching)

- **Understand the Strategy:**
 - Review the POW strategy (Pick, Organize, Write) and its purpose.
 - Understand its role as a foundational SRSD strategy.
- **Gather Materials:**
 - Prepare the POW Anchor Chart/Poster.
 - Prepare the Google Slides presentation for teaching the strategy.
 - Have POW Graphic Organizers (printable or digital) ready for students.
 - Prepare sample writing topics/prompts.
- **Plan for Differentiation:**
 - Consider how to utilize pictures in planning for struggling writers.
 - Prepare hard copies of the POW Writing Strategy Student Key.

II. Introduction & Modeling (Teaching the Strategy)

- **Activate Background Knowledge:**
 - Begin with a class discussion: "What makes a story/article good?"
 - List student responses (e.g., clear ideas, good details, organized).
 - Read aloud or show a short example text.
 - Pause and ask questions about main idea, organization, and details.
 - Summarize key writing components (main idea, organization, elaboration).
 - Explain that POW will help students remember these parts.
- **Introduce & Model POW:**
 - Display the POW acronym (P=Pick, O=Organize, W=Write and say more).
 - Briefly explain each step.
 - Choose a simple, familiar writing topic (e.g., "My Favorite Animal").
 - **Model "Pick my idea" aloud:** Brainstorm ideas, jotting them visibly.
 - **Model "Organize my notes":** Use a graphic organizer, explaining the flow.
 - **Model "Write and say more":** Write a few sentences, verbalizing how to add details.
 - Invite student questions and observations.
 - Repeat the steps quickly to reinforce the sequence.

III. Guided Practice & Independent Writing

- **Guided Practice:**
 - Present a new writing prompt to the class.
 - Guide students through "Pick" (brainstorming, think-pair-share).
 - Provide graphic organizers and help students "Organize" ideas.
 - Support students as they "Write and say more," adding details.
 - Collect and share (with permission) effective student examples of POW use.
 - Review POW steps, emphasizing their helpfulness.

- **Independent Writing:**
 - Assign an independent writing task with a new prompt.
 - Remind students to use POW on their own.
 - Circulate, offer encouragement, and prompt students to recall POW steps.
 - Have students reflect briefly on how POW helped their writing.

IV. Ongoing Support & Troubleshooting

- **Continuous Reinforcement:**
 - Revisit and reinforce POW regularly across different writing tasks.
 - Celebrate effort and strategy use, not just the final product.
 - Integrate self-regulation: encourage goal setting, monitoring POW use, and reflection.
- **Address Challenges:**
 - **If students skip planning:** Reinforce the "Organize" step.
 - **If students write short paragraphs:** Hold conferences, ask "What else can you tell me?"
 - **If students struggle with retention:** Offer frequent review and checklists.
 - **If students are uncomfortable:** Use multi-sensory instruction (visuals, verbal, hands-on).
 - **If graphic organizers are overwhelming:** Provide customized or simplified organizers.
 - **If students struggle with self-regulation:** Explicitly teach positive self-talk.
 - **If mechanics are a barrier:** Emphasize ideas/organization first; address mechanics later.
 - **Before moving on:** Use formative checks to ensure understanding of steps.