

# P.O.W. 101

Each child has a yellow POW Writing Folder filled with information about the writing process; please have your child keep it in his/her backpack so we can refer to it when we work on writing at school.

Remember, we are here to guide and help with this - you (students) CAN do this! When the students feel unsure, we remind them it is merely a group of sentences written about one topic.

At the beginning of the year, we stress a main idea sentence at the beginning, 3-5 detail sentences, and a closing sentence that sums up the main idea. THAT'S IT!!

## HOW IT WORKS:

Students start by filling out a *graphic organizer* (a chart with blanks to organize their feelings) for the prewriting segment.

They use the ideas from the graphic organizer to *generate the sentences* for their paragraph while in the drafting mode.

Students next work on *making their writing more clear* and using interesting words during the revising phase.

After that, during *editing*, they will edit their writing to *check for common conventions* like correct spelling, capitalization, complete sentences, varying types of sentences, etc.

The final phase is the publishing segment - and this involves rewriting the paragraph neatly on the "*fancy paper*" we provide for each POW.

Please remember, every week on Friday they'll turn in three things stapled or clipped together for their finished POW:

1. the prewriting graphic organizer
2. the draft showing their revisions to make their writing more clear (parent signature required)
3. the final copy on the provided “good” or “fancy” paper (on top)

Please encourage your child to use the resources included in the Writing Folder - there is a complete explanation of each step involved in the writing process.

## **BUILDING STRONGER WRITERS IN COMING MONTHS:**

### **Beginning of year:**

Use the graphic organizer (chart) we provide each week as a guide to what needs to be included, building detail sentences from each part of the chart. Students are learning how to turn ideas from this chart into sentences for their paragraph. The rubric (grading guidelines) also shows what to include.

### **Middle of year:**

By mid-year, students should be able to easily transfer ideas from their graphic organizer to their rough draft as they write more developed details. At times students will be asked to write multiple paragraphs for their POW. By now, sentences should be longer and include interesting verbs and adjectives, and should not all begin the same way. Students sometimes need reminders that *revising* involves making your writing more interesting and more clear - not fixing capitals, spelling, and punctuation. Parents (as writing coaches) need to take a step back so we can see what students are able to do on their own. This is a great preparation for our ISTEP tests coming up!

### **End of year:**

By now, students are quite comfortable with all steps in the writing process!! Congratulations and thanks for your help each week!