

## **POW+TREE+TWA for Writing Persuasively from Source Text: Lesson Plans, Materials, and Tips\***

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This e-chapter accompanies and supplements: Harris, K. R., & Graham, S. (2017). Self-regulated strategy development: Theoretical bases, critical instructional elements, and future research. In R. Fidalgo & T. Olive (Series Eds.) & R. Fidalgo, K. R. Harris, & M. Braaksma (Vol. Eds.), *Studies in Writing: Vol. 34, Design Principles for teaching effective writing: Theoretical and empirical grounded principles* (pp. 119–151). Leiden, NL: Brill Editions. We thank Amber Ray and Julia Houston, Arizona State University, for their help in developing these materials and in research using these materials with students, as well as Angelique Aitkin, Ashely Barkel, and Colin Kavanagh. Previous lesson plans for POW + TREE are available in: Harris, K. R., Graham, S., Mason, L. H., & Friedlander, B. (2008), *Powerful writing strategies for all students*, Baltimore, MD: Brookes. Lesson plans for TWA are in: Mason, L., Reid, R., Hagaman, J. (2012), *Building comprehension in adolescents: Powerful strategies for improving reading and writing in content areas*, also published by Brookes.

### **Welcome/Overview**

These lesson plans accompany the chapter: Harris, K. R., & Graham, S. (2017). Self-regulated strategy development: Theoretical bases, critical instructional elements, and future research. In R. Fidalgo, K. R. Harris, & M. Braaksma (Eds.). *Design principles for teaching effective writing: Theoretical and empirical principles*. Hershey, PA: Brill Editions.

Interested readers can find additional detailed description of SRSD instruction for POW+TREE+TWA, a set of strategies that supports students in writing

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\* Harris, K. R., & Graham, S. (2017). POW + TREE + TWA for Writing Persuasively from Source Text: Lesson, Plans, Materials, and Tips. In R. Fidalgo & T. Olive (Series Eds.) & R. Fidalgo, K. R. Harris, & M. Braaksma (Vol. Eds.), *Studies in Writing Series: Vol. 34. Design Principles for Teaching Effective Writing*. Leiden: Brill. Retrieved from doi: 10.6084/m9.figshare.5217226.

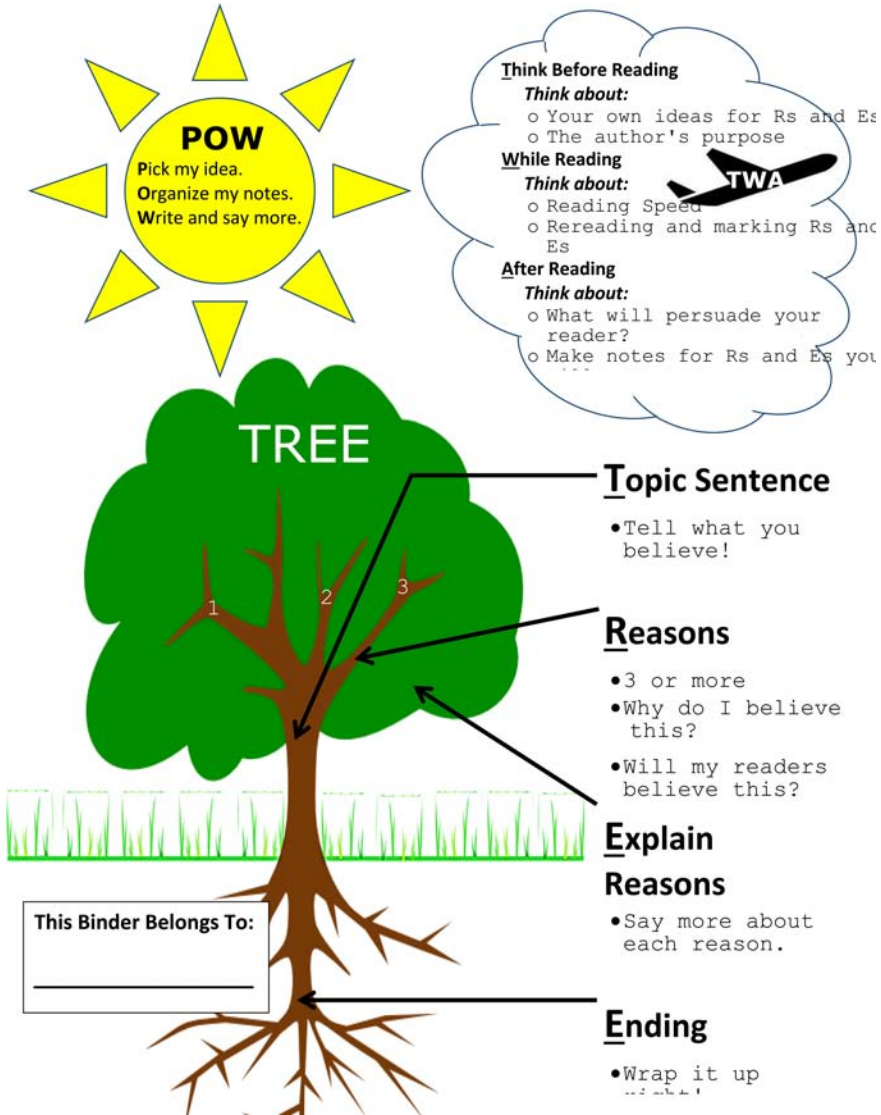


FIGURE 6.2

powerful opinion essays based on source text, in this article: Harris, K. R., Graham, S., Chambers, A., & Houston, J. (2014). Turning broccoli into ice cream sundaes: Self-regulated strategy development for persuasive writing using informational text. In Gansky, K. (Ed.), *Write now! Empowering writers in today's K-6 classrooms* (pp. 87–111). Newark, DE: International Reading Association.

SRSD instruction is designed to develop students' ownership and independent use of writing and self-regulation strategies. Instruction is scaffolded so responsibility for writing gradually shifts from instructor to students. Students are treated as active collaborators in the learning process, and the roles of effort and learning powerful writing strategies are emphasized in developing as writers. Discourse is critical in understanding students' current writing and self-regulation abilities, their attitudes and beliefs about writing, what they are saying to themselves as they write, and how these factors might help or hinder them as writers. The level and type of feedback and instructional support are adjusted to be responsive to students' needs. Furthermore, SRSD instruction is criterion based rather than time based; students move through instruction at their own pace, not proceeding to later stages until they have met initial criteria.

With SRSD for writing, students are explicitly taught genre-specific and general writing strategies and the background knowledge, vocabulary, and skills needed to use these strategies (Harris & Graham, 1996; Harris et al., 2008). They also learn to apply self-regulation procedures, including goal setting, self-monitoring, self-reinforcement, and self-instructions, to help them manage the writing strategies and tasks, as well as to obtain concrete and visible evidence of their progress. Support for generalization of strategy use across settings other than the instructional setting is embedded throughout instruction. Six basic stages of instruction are used to introduce and develop genre-specific and general writing and self-regulation strategies in the SRSD approach. SRSD instruction is a beginning point, not an ending. Students are able to find their voice as a writer and continue their development as creative, confident writers.

### **Table of Contents for POW + TREE + TWA Binder**

- I. Introduction—page 54
- II. Lesson Plans—page 63
- III. Source Text—page 125
- IV. Fidelity—page 141
- V. Materials—page 149
- VI. Testing—page 172

## I Introduction Table of Contents

1. Materials in this binder
2. Common Core State Standards
3. Self-Regulated Strategy Development Stages of Instruction
4. SRSD Checklist
5. Teaching Tips
6. Social Validity

### *Materials in This Binder*

The materials in this binder are organized into six sections including an introduction, lesson plans, source text, fidelity, materials, and testing. The materials were originally used for a research study to validate the combination of reading and writing strategies to assist students in writing a persuasive essay using informational text and then in research on professional development with elementary teachers.

**Introduction**—This section starts by providing the reader with information on using the binder. Then the Common Core State Standards for which the strategies were developed are provided. Next, an overview of the Self-Regulated Strategy Development (SRSD) stages of instruction are provided and a checklist on SRSD asking which of these SRSD practices do you already use when teaching a writing strategy? Additionally, there is a list of teaching tips and differentiation ideas from those who have used these strategies with students. Finally, there is a page on social validity which shares the thoughts of fourth and fifth grade students who participated in these lessons.

**Lesson Plans**—Detailed lesson plans are given in this section as a professional learning tool. The lesson plans are meant to provide a teacher with a clear picture and examples of what should occur in each lesson. **The lesson plans are NOT scripts.** Teachers should use these lesson plans as guides to develop their own lesson plans to meet the needs of their students.

**Source Text**—One page informational text was written to use with lessons on a variety of topics. The lesson plans specify the source text that was used when these lessons were taught during a research study. Teachers are free to pick and choose the source text they would like to use within each lesson. There are more source text topics than needed for the lessons.

**Fidelity**—There are one page checklists that were used when teachers in the research study were being observed to ensure a close adherence to the main components of the lesson plans. Teachers can use these to help develop their own lesson plans or as a reference to the essential parts of each lesson.

**Materials**—In this section, all of the materials developed for the classroom are provided. This includes a parent flyer, student handouts, bulletin board idea, a completion certificate, and examples of student work.

**Testing**—The directions and student testing sheets that were used during the research study for administering a pre-test and post-test are provided. They are provided as a guide for teachers. We do recommend pre-testing students. This will allow the teacher, students, and parents to clearly see improvement in persuasive writing.

### *Common Core State Standard for Opinion Writing*

**CCSS.ELA-Literacy. 5.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**CCSS.ELA-Literacy. 6.1:** Write arguments to support claims with clear reasons and relevant evidence.

- 5.1.a:** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- 6.1a:** Introduce claim(s) and organize the reasons and evidence clearly.
- 5.1.b:** Provide reasons that are supported by facts and details.
- 6.1.b:** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- 5.1.c:** Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
- 6.1.c:** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- 5.1.d:** Provide a concluding statement or section related to the opinion presented.
- 6.1e:** Provide a concluding statement or section that follows from the argument presented.

### *Self-Regulated Strategy Development Stages of Instruction*

Stages 1 and 2 are often combined in instruction; a stage or combination of stages may take several lessons to complete; Stages 3 and 5 typically take the most time in instruction; instruction is often recursive across stages, and students should progress across stages as they meet criteria for doing so.

1. **Develop and activate knowledge needed for writing and self-regulation**
  - Read and discuss works in the genre being addressed (persuasive essays, reports, etc.) to develop declarative, procedural, and conditional knowledge (e.g., “What is an opinion?” “What are the parts of a persuasive essay, and are they all here?” “How do you think the author came up with this idea, and what would you do?” “What might the author have done to organize the ideas?” “What might the author do when he/she gets frustrated?”); appreciation of characteristics of effective writing (e.g., “How did the writer grab your interest?”); and other knowledge and understandings targeted for instruction. Continue development through stage 3 as needed until all key knowledge and understandings are clear.
  - Discuss and explore both writing and self-regulation strategies to be learned; typically, begin development of self-regulation, introducing goal setting and age appropriate means of self-monitoring (e.g., rocket graphs for elementary students, bar graphs for older students).
2. **Discuss it (discourse is critical!)**
  - Discuss students’ current writing and self-regulation abilities, their attitudes and beliefs about writing, what they are saying to themselves as they write, and how these factors might help or hinder them as writers; emphasize the roles of both effort and learning powerful strategies in becoming a better writer.
  - Graphing the number of genre-specific essay elements and other targeted goals included in pretest or prior essays may be done; this will assist with goal setting (graphing prior writing can be skipped or done during a later stage if students are likely to react negatively).
  - Further discuss writing and self-regulation strategies to be learned: purposes, benefits, and how and when they can be used or might be inappropriate (begin generalization support).
  - Introduce a graphic organizer for the writing genre and task being addressed.
  - Analyze good, grade-appropriate model papers, taking notes from these papers on the graphic organizer to assist students in learning to make notes.
  - Analyze poor essay models, take notes on a graphic organizer for a better essay, and write this essay collaboratively.
  - Establish students’ commitment to learning strategies and acting as collaborative partners; establish the roles of student effort and strategy use in becoming an effective writer.

**3. Model it**

- Use interactive teacher modeling and/or collaborative modeling of writing and self-regulation strategies (including self-statements).
- Analyze and discuss strategies and the model's performance; make changes as needed.
- Students develop and record personal self-statements to assist them when writing.
- Model self-assessment and self-recording through graphing of modeled, collaboratively written compositions.
- Promote student development of self-regulation strategies across other tasks and situations; discuss use in other settings (generalization support).

**4. Memorize it**

- Although begun in earlier stages, require and confirm memorization of strategies, the meaning and importance of each step in each strategy, any mnemonics, and self-instructions as appropriate.
- Continue to confirm and support memorization in following stages, making sure students have memorized the mnemonics, what they mean, and the importance of each step before stage 6.

**5. Support it**

- Teachers and students use writing and self-regulation strategies collaboratively to achieve success in composing, using prompts such as strategy charts, personal self-statements sheets, word lists (e.g., linking words, "million dollar words"/effective vocabulary), and graphic organizers.
- Challenging initial goals for genre elements and characteristics of writing are established collaboratively with students and individualized as needed; criterion levels are increased gradually until final goals are met.
- Prompts, guidance, and collaboration are faded individually (e.g., graphic organizer replaced with student creating mnemonic on scratch paper) until the student can compose successfully alone.
- Self-regulation components (goal setting, self-instructions, self-monitoring, and self-reinforcement) are all being used by this stage; additional forms of self-regulation, such as managing the writing environment and using imagery, may be introduced.
- Discuss plans for maintenance; continue support of generalization.

**6. Independent performance**

- Students are able to use writing and self-regulation strategies independently; teachers monitor and support/enhance as needed.

- Fading of overt self-regulation may begin (e.g., graphing may be discontinued, self-statements sheets may not be out during writing).
- Plans for maintenance and generalization continue to be discussed and implemented.

**SRSD: *What is Familiar to You? What is New?***

Which of these SRSD practices do you already use when teaching a writing strategy?

1—I do this often, 2—occasionally, 3—have tried it, 4—haven't tried this yet

**Stage 1: Activate background knowledge**

I pre-assess students' knowledge related to the writing genre (such as elements of a story or persuasive essay, parts of a paragraph) before I introduce a writing strategy. 1 2 3 4

I collect pre-instruction, genre specific writing samples before teaching a new strategy and use these to help me plan instruction and meet differing needs. 1 2 3 4

I build or strengthen identified sub-skills needed before teaching a new strategy (Elements of a topic sentence, definition of fact versus opinion). 1 2 3 4

**Stage 2: Discuss it**

I provide students with mnemonics to aid them in recalling steps to a writing strategy, and/or the elements that should be included in a genre. 1 2 3 4

I have students articulate how using a specific strategy will improve their writing. 1 2 3 4

I have students articulate when and where else they will use the strategy so that their use of the strategy will transfer to other settings. 1 2 3 4

I have students use a scoring system to repeatedly score *model and peer* writing pieces 1 2 3 4

I have students use a scoring system to repeatedly score their *own* writing pieces. 1 2 3 4

I begin self-regulation through teaching students how to use what they learn from scoring their writing to set goals and how to monitor their progress toward achieving them. 1 2 3 4

**Stage 3: Model it**

I have students read *appropriate* model papers/mentor texts and have them identify strengths and actively score these texts with me. 1 2 3 4



- I model each step of how to use self-regulation and writing strategies as I write with my students, including how I deal with cognitive, behavioral, and affective challenges. 1 2 3 4
- I model self-talk targeted to my students' needs and strengths as I model. 1 2 3 4
- I teach students how to generate and use personal self-talk that helps them stay focused on the task, persist through challenges, monitor their performance, and self-reinforce. 1 2 3 4

#### Stage 4: Memorize it

- I have students memorize the mnemonic for the writing strategy (what each step means and why each step is important) through using it often. 1 2 3 4
- I have students memorize the steps in the writing strategy mnemonic and their importance through ball toss games, poems, songs, quizzes, other activities. 1 2 3 4
- I continue checking for and supporting memorization as instruction goes on. 1 2 3 4

#### Stage 5: Support it

- I cultivate self-regulation through teaching students to guide themselves through all the steps of the writing process with checklists of these steps. 1 2 3 4
- I plan for how I will fade the scaffolds students use (such as teaching students to create their own graphic organizer on scratch paper; co-writing with me) so that students can use the strategies anywhere. 1 2 3 4
- I have students practice using the strategy repeatedly until initial mastery, offering scaffolds as needed to meet individual needs. 1 2 3 4
- I have students plan, draft, and revise entire pieces. 1 2 3 4
- Students receive structured, consistent teacher and peer feedback, and self-assess. 1 2 3 4
- I have students score their own and peers' writing samples so that they are receiving and using feedback to set goals and monitor progress toward them. 1 2 3 4
- I ensure that students can see gains in their writing by having them graph their pre-instruction scores for use of genre elements, effective vocabulary, and so on, and the scores they receive on each subsequent piece they write. 1 2 3 4
- I help students connect the successes they have in writing to using the self-regulation and writing strategies so that they see the value of the strategies. 1 2 3 4
- I withdraw from providing direction as I scaffold students' learning to self-regulate the writing process and use of specific genre strategies. 1 2 3 4

**Stage 6: Independent performance**

Once students show mastery, I have them write at least two samples that meet criteria and consider scaling up their goals and continuing instruction in this genre. 1 2 3 4

I ask students to show evidence of having used the strategy in other settings. 1 2 3 4

I reintroduce mnemonics and graphic organizers as needed to provide booster sessions over time. 1 2 3 4

*Tips for Teaching POW+TREE+TWA*

1. Lesson 1—A kid explanation of persuasion: “My favorite of something, like a band, may not be someone else’s favorite. My job in an opinion essay is to convince someone to like my favorite thing.”
2. An extra review activity for mnemonics: Put each step on a separate sheet of paper. Mix up the steps. Have students put the steps in the correct order. (Can use flashcards to mix up and have students put in order.)
3. Ideas for if you have an extra few minutes at the end of the lesson:
  - a. Discuss target audience. How would you change your essay for a different audience?
  - b. Use flashcards to review mnemonics
  - c. Talk about other settings we could use persuasive strategies
  - d. Share your favorite reasons and explanation with a partner
  - e. Read your essay to a partner
  - f. Talk about using strategies on standardized test
  - g. Discuss where else you could find information on that topic
4. Create a folder for each student with mnemonic chart, linking words list, self-statements sheet, and rocket graphs.
5. Create a list of self-statements created for yourself to provide a variety of examples.
6. Have students write the letters for POW and TREE on lined paper to practice making notes sheets and then orally state the meanings. Use students’ practice paper with POW and TREE for collaborative notes
7. Lesson 6—Teacher could score each student pre-test essay and have scores on a separate sheet. This will allow the teacher to easily conference with students about pretests.
8. Could have students start with leaving space for four reasons and explanations on their notes sheets to prepare for using TWA (1 reason and explanation of their own and three reasons and explanations from source text)

9. Lesson 5—Conduct a mid-lesson check-in with students by going through a sample source text to show how TWA is used. This is very quick but gives students a concrete example.
10. A student example about informational text: “We can read an article about the Redwood forest to learn information. We could also read a persuasive text about why we should save or cut down the Redwood forest.”
11. Emphasize to students to write about the reasons and explanations that they truly understand. (For example, don’t write about the economy if you can’t define/explain what economy means.)
12. For some students, highlighters may not helpful and be more of a distraction. Instead could use pencils to underline reasons and explanations. Then mark in the margins R<sub>1</sub>, E<sub>1</sub> and R<sub>2</sub>, E<sub>2</sub>, E<sub>2</sub>, etc. Then have students draw a star next to the reasons and explanations they will write about.
13. Lesson 7–10—Discussion of plagiarism is helpful. Many students want to use the exact words from the informational text. Not plagiarizing can be an additional goal for students ready for more challenges.
14. Lesson 10—For teachers considering to move students to independent performance for TWA, some students found it helpful to try on their own. Teacher can then review or go back if needed.
15. Have students rewrite their pretest essay. Emphasize how much progress they have made.
16. When writing collaborative essays as a class teacher could say, “I’m going to do the writing, you (students) are going to do the thinking.”
17. Add a peer revising strategy. Have students work in pairs and read their partner’s essay. Then have each student provide their partner with 1–2 compliments, the number of parts in the essay, and 1–2 suggestions.

#### Differentiation Suggestions:

- a. Having peer instruction or peer collaboration—Students can model with the class or have students work in pairs and model to each other.
- b. Working in small groups
- c. If students are adding reasons, explanations, linking words, or other items just to earn more points on their rocket, do a lesson showing two example essays one earning 8 points and one earning 10+ points. Ensure that the 8 point essay is of higher quality and talk about which essay is more persuasive and that points will only be given when reasons and explanations are strong.

- d. Additional goals
  - i. Plagiarism—Changing information text into own words
  - ii. Using different types of attention getters
  - iii. More reasons and explanations
  - iv. Using a variety of linking words
  - v. Vocabulary
  - vi. Writing briefer notes (that make sense) or notes in own words
  - vii. “Say more” when writing essay—elaborations
  - viii. Sentence Combining
  - ix. Multiple Paragraphs

### *Social Validity*

At the end of instruction and post-testing, an open-ended interview was used to assess the social validity of SRSD for POW+TREE+TWA for opinion essays using source text. All eight students had a positive view of the strategy. Allison exclaimed, “Writing an opinion essay is now a piece of cake!” The students felt POW+TREE+TWA was easy to remember and use and made them a better writer. James shared, “When I’m feeling like I don’t know what to do when I’m working by myself the self-statements helped.” Students also felt the strategies helped them organize their ideas efficiently and made them feel more confident as writers. An aspect of the strategy that the students found challenging was putting the reasons and explanations from source text into their own words and keeping notes short. Additionally, some students felt they would have benefited from more time to practice TWA.

The students enjoyed the process of learning the strategies and commented that using hand motions helped in memory of the mnemonic POW. The students found it very useful when the instructor modeled writing an essay and said self-statements aloud. Alejandro expressed that he liked learning in a group because everyone could work together. Students said that in the future they would like to practice TWA more and use games, versus just flash cards, to help with memorization. The students also thought it would be helpful for the teacher to share their own strengths and weaknesses as a writer. Finally, James said, “I think you should teach this to more kids because POW+TREE+TWA are good resources for writing opinion essays. If you have these resources then you don’t need help from the teacher because you know what to do.”

## II Lesson Plans Table of Contents<sup>1</sup>

### **POW + TREE, Introduction to Strategies: LESSON # 1**

Purpose: Develop Background Knowledge, Discuss It. Objectives: Introduction to POW, writing to persuade, and TREE; identification of TREE parts in essay example.

### **POW + TREE, Identifying Parts of TREE in a Sample Essay: LESSON # 2**

Purpose: Develop Background Knowledge, Discuss It. Objectives: Review and practice POW and TREE; identification of opinion essay elements in essay example.

### **POW + TREE, Revise a Poor Essay: LESSON # 3**

Purpose: Develop Background Knowledge, Discuss It; Revise essay so that: there is a good opening, the reasons make sense, good linking words are used, and the ending sums it up right. Objectives: Review and practice POW, writing to persuade, TREE; identify elements in essay example; recognize reasons that make sense; recognize that this ending does not sum up all of the reasons.

### **POW + TREE, Model Making Notes Using TREE and Self-Statements: LESSON # 4**

Purpose: Model It; Record Self-Statements. Objectives: review POW and TREE; model; develop self-instructions.

### **POW + TREE, Group Collaborative Writing: LESSON # 5**

Purpose: Support It: Review POW & TREE, Self-Instructions, Collaborative Writing. Objectives: Review and practice POW, TREE; identification of parts in example papers; reinforce transfer and write collaboratively.

### **POW + TREE, Revise a Poor Essay and Prior Performance: LESSON # 6**

Purpose: Support It. Review POW + TREE, Analyze and Revise Another Poor Essay (if needed), Examine Prior Performance, Compare to Current Writing Performance and Establish Writing Goals. Objectives: Review and practice POW and TREE; discuss pretest essay, compare to current writing and establish goals for writing better essays.

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<sup>1</sup> Our lessons were 30-45 minutes.

**POW + TREE + TWA, Introduce TWA: LESSON # 7**

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 persuade. The teacher will explain and discuss how to use the TWA strategy for informational text (to be used for persuasive writing) before, during, and after reading. Students will orally state how the six steps of TWA are used before, during, and after reading.

**POW + TREE + TWA, Model Using TWA and Self-Statements: LESSON # 8**

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.

**POW + TREE + TWA, Collaborative Writing Using POW + TREE + TWA: LESSON # 9**

Purpose: Collaborative Writing. Objectives: Review POW+TREE+TWA, begin collaborative writing and gradual release of control to students, reinforce transfer.

**POW + TREE + TWA, Working Towards Independent Performance: LESSON # 10**

Purpose: Collaborative Writing, students lead; release of control until students reach Independent Performance. Objectives: Review POW+TREE+TWA, collaborative writing with less teacher support until students are able to write independently using source text, *wean off highlighters (if utilized—see teacher tips for alternative to highlighters)*, reinforce transfer.

*\*Lesson Plans—Detailed lesson plans are given in this section as a professional learning tool. The lesson plans are meant to provide a teacher with a clear picture and examples of what should occur in each lesson. The lesson plans are NOT scripts. Teachers should use these lesson plans to develop their own lesson plans to meet the needs of their students.*

**POW + TREE: LESSON # 1**

This lesson typically takes two to three class sessions to complete.

**Purpose: Develop Background Knowledge, Discuss It**

**Objectives:** Introduction to POW, writing to persuade, and TREE; identification of TREE parts in essay example.

**Materials\*:**

- Mnemonic chart
- Example essay (for recess)
- TREE graphic organizer
- Linking words/attention getters chart
- Flash cards (*if desired*)
- Pencils
- Scratch paper
- Student folders

\* YOU HAVE COPIES OF APPROPRIATE MATERIALS TO GIVE EACH STUDENT FOR THEIR FOLDERS. IT IS UP TO YOU WHEN TO GIVE THEM OUT. See teacher tips page for an idea of how to make student folders.

I Introduction

Tell students you're going to teach them three "tricks" for writing and today we are going to introduce two of the tricks. "First, we're going to learn a strategy, or trick, that good writers use **for everything** they write."

II Introduce POW

- A. Pass out one POW + TREE chart to each student if desired.
- B. **Emphasize: POW is a trick good writers use for many things they write.**
- C. Go over parts of POW, discussing each.
  - i. P = Pick an idea to start with—this is an idea in our heads.
  - ii. O = Organize my notes—Describe and discuss the concept of notes. We make short notes to remind us of what we want to write. Notes are faster than writing whole sentences. We can change our notes later, too. Use examples: Teachers use notes when they create a web on the board; your parents may use notes when they write things on a calendar or a grocery list. Have students generate some examples of when they might make notes on their own. (**Some students understand notes as being like a text message; others like the idea of caveman talk, talking like a toddler, or so on**). Tell students you will teach them a trick for organizing your notes later.
  - iii. W = Write—we will use our notes to help us write and say more.
- D. Emphasize that a good way to remember POW is to remember that it **gives them POWER for everything they write.**
- E. Practice POW; Practice reviewing what each letter in POW stands for and why it is important (good writers use it often, for many things they write). Help as needed.

*Options for practice—have students:*

1. Write out POW on scratch paper and say what each letter means.
2. Quiz each other in partners or small groups.
3. Respond chorally to the teacher
4. Use flashcards to quiz each other

### III Discuss Opinion Essays

Asks students if they know what the word “opinion” means, and discuss this (it is what you believe, or what you think about something; can discuss the difference between a fact and an opinion if desired). Tell them that the second trick they are going to learn is one that helps them write a paper that tells the reader what they believe or what they think about something. “A paper that tells the reader what you believe is called an opinion essay. When you write an opinion essay, you are trying to make your reader agree with you.” **Also, good opinion essays are fun for you to write and fun for others to read, make sense, and can convince the reader to agree with you.**

- A. Ask students if they have heard the word persuade and what they think it means. Explain that when we write an opinion essay, we are trying to persuade our reader to agree with us. (Example of persuasion: advertisements)

*Discuss:*

- i. What it means to persuade
  - ii. Times you might want to persuade someone (e.g., persuade your mom to let you have some ice cream)
  - iii. Times you might want to write an essay to persuade someone.
- B. **A powerful opinion essay has a good beginning that gets the reader’s attention and tells the reader what you believe, gives the reader at least three reasons why you believe it, gives explanations for each reason, and has a good ending sentence. A good opinion essay is also fun for you to write and fun to read. Remember, you want to try to convince the reader to agree with you! Review these aspects of good opinion essays quickly with them. (You will be practicing this with them, so just be sure they have the idea here).**
- C. We will learn a trick for remembering the parts of a powerful opinion essay. This trick is called TREE, and is the trick we will use to help us organize our notes.



## IV Introduce TREE

- A. Point out TREE on their charts.
- B. Emphasize: TREE is a trick good writers use for organizing their notes to write powerful opinion essays.
- C. Go over parts of TREE (*“Let’s look at the parts of writing an opinion essay to persuade your reader to agree with you.”*) Go over each part of TREE and how it relates to a living tree.
  - i. T = Topic sentence—tells the reader what you believe. The topic sentence is like the trunk—it is strong and every part of the tree is connected to it. When you write an opinion essay, your topic sentence should **catch the reader’s attention and tell the reader what you believe!**
  - ii. R = Reasons—3 or more—tell the reader why you believe what you believe. The reasons are like the branches of the tree. They grow off from the trunk. The more powerful the branches (or reasons), the stronger the tree will be. *To think of powerful reasons, we have to think of our reader. What reasons will convince the reader?*
  - iii. E = Explain—Explain each reason. Say more about each reason to be very clear to the reader and to help persuade the reader to agree with you. Good explanations make the branches of the tree stronger with leaves—just like they make your arguments stronger.
  - iv. E = Ending—Wrap it up right! A good ending is like the roots of the tree. A good ending brings everything together and reminds the reader of all your reasons—it helps make a strong essay, like strong roots make a strong tree.
- D. Practice TREE; Practice reviewing what each letter in TREE stands for and why it is important. Help as needed.

*Options for practice—have students:*

1. Write TREE on scratch paper and say what each letter means.
2. Quiz each other in partners or small groups.
3. Respond chorally to the teacher
4. Use flashcards to quiz each other

- V Find TREE in an Essay and Teacher Models Making Notes on Graphic Organizer
- A. Tell students you will read and help them examine an opinion essay. While you are reading, they will look to see if the writer used all of the parts. Remind students of the parts: Topic sentence = catch the reader's attention and tell what I believe; Reasons = 3 or more, why I believe this; Explain = say more about each reason; Ending = Wrap it up right. (*Keep the TREE chart where students can see it.*)
- B. Introduce the TREE graphic organizer. Put graphic organizer on board or chart. You will show students how to make notes for each part of TREE on the organizer. Explain this is how writers plan before writing an essay.
- C. Give students a copy of the opinion essay for this lesson. Ask students to read along silently while you read the paper out loud.
- i. Have students identify the **topic sentence**. Does it catch your attention? Does it tell what the writer believes? Write notes for the topic sentence in the graphic organizer on the board or chart, having students help you. Explain you need just a few words for notes.
  - ii. Have students identify the **reasons**. **Number** each reason as you make notes on the graphic organizer. Students can suggest how you would write the notes. Emphasize that notes are not full sentences. Have students identify the **explanation for each reason—where the writer says more about each reason. Do the explanations make the reasons stronger?**
  - iii. Introduce **linking words**—words writers use to show that a new reason is being given. *Linking words can be a single word or a group of words.* Every reason should have a linking word to make it clear to the reader that this is a reason. Go over the chart of linking words and have students find linking words in the essay. *You can add additional words to this list over time! Explain to students that it is not ok to use only: first, second, and third in your linking words (i.e., my first reason, second, my third reason, etc.) because this is boring and not fun to read for the reader. (CCSS does not want to see only these words being used, but one of them can be used, such as: My major reason, my second reason, my final reason, etc.)*
  - iv. Have students identify the **ending**. Does it wrap it up right? Does it bring together and summarize all of the reasons?

*Options for checking for understanding parts*

1. *Have students underline or circle parts as you find them.*
2. *Have students point parts out to a neighbor or partner*
3. *Have students respond orally*
4. *Closely monitor students who struggle with writing*

VI Practice POW and TREE Mnemonics (*if Time Permits*)

You can have students:

1. *Write out POW and TREE on scratch paper.*
2. *Quiz each other in partners or small groups.*
3. *Respond chorally to the teacher*
4. *Use flashcards to quiz each other*

## VII Lesson Wrap Up

- A. Announce test next session! Tell students they will not be graded (no grade!). They will tell what POW and TREE mean from memory.
- B. Give each student their own folder. Ask students to put the materials from the lesson in their folders. Collect folders. Tell students you will pass folders out for the next lesson.
- C. Determine if some of your students, the struggling writers, need a little more help with this lesson, and plan for this as possible.

I strongly believe all students should go outside for recess, and I will tell you why. One reason why everyone should go outside is because children need to move their bodies. When kids are outside for recess, they are doing a lot of running, jumping, and climbing. Another reason for going outside is it is super hard to sit in one place all day. If kids get up and go outside they will be ready to learn when they come back inside. Finally, when students go outside for recess, they get to meet kids from different grades. They can teach you games that you don't know. Now you know what I believe. Kids should go outside for recess so that they can move their bodies, get out of the classroom for a break, and meet other students.

<b>T</b>	Topic Sentence: Tell what you believe. Students should go outside for recess
<b>R</b>  One reason	Reasons – 3 or more. Explain each reason further. Reason:  Children need to move their bodies
<b>E</b>	Explanation:  Running, jumping, climbing
Another reason	Reason:  Get outside the classroom  Explanation:  Hard to sit in one place all day; ready to learn when they come back in
Finally	Reason:  Meet kids from different grades  Explanation:  Teach games you don't know
<b>E</b>	Ending: Wrap it up right.  Now you know what I believe...Move bodies, take a break, meet others

FIGURE 6.3 TREE—importance of recess—lesson 1 answer key

I strongly believe all students should go outside for recess, and I will tell you why. One reason why everyone should go outside is because children need to move their bodies. When kids are outside for recess, they are doing a lot of running, jumping, and climbing. Another reason for going outside is to get out of the classroom. It is super hard to sit in one place all day. When kids get up and go outside they will be ready to learn when they come back inside. Finally, when students go outside for recess, they get to meet kids from different grades. They can teach you games that you don't know. Now you know what I believe. Kids should go outside for recess so that they can move their bodies, get out of the classroom for a break, and meet other students.

FIGURE 6.4 TREE—importance of recess—lesson 1 answer key

#### POW + TREE: LESSON # 2

**Purpose:** Develop Background Knowledge, Discuss It

**Objectives:** Review and practice POW and TREE; identification of opinion essay elements in essay example

#### Materials:

- Mnemonic chart
- Example essay (get paid for going to school)
- TREE graphic organizer
- Linking words/attention getters chart
- Flash cards (*if desired*)
- Pencils
- Scratch paper
- Student folder

I Test POW and TREE

- A. Ask students to write out the name of the **trick that can be used for all kinds of writing—POW**—on scratch paper.

- B. Ask students what each letter stands for, and why it is important for any kind of writing.
- C. Remind students that **O** needs a trick for organizing notes. Ask the students what the trick is for organizing notes for writing an opinion essay. Ask students to **write out the opinion essay writing reminder/trick** on their scratch paper. Students should write: **TREE**. If students have trouble, be supportive and prompt as needed.
- D. Ask students what each letter of **TREE** stands for and why it is important. ***IT IS ESSENTIAL THAT STUDENTS MEMORIZE THE TRICKS/RE-MINDERS OVER THE NEXT FEW LESSONS.***

*Options for practice—have students:*

- 1. *Write out POW and TREE on scratch paper and state what each letter means.*
  - 2. *Quiz each other in partners or small groups.*
  - 3. *Respond chorally to the teacher.*
  - 4. *Use flashcards to quiz each other.*
- E. **Tell students they will have a non-graded test each day to make sure they remember POW and TREE.**
- II Find **TREE** in Another Essay and Teacher Models Making Notes on Graphic Organizer. Remind students that good opinion essays are fun for you to write and for others to read, make sense, and can convince the reader to agree with you.
- A. Tell students you will read and examine another opinion essay. While reading, you will look to see if the writer included all of the parts. Remind students of the parts: Topic sentence = what I believe; Reasons = 3 or more, why I believe; Explain = say more about each reason; Ending = Wrap it up right. (Leave out the **TREE** chart where students can see it; get out a graphic organizer.)
  - B. Remind students that you will use the **TREE** graphic organizer to write the parts in note form. Put graphic organizer on board or use chart. Make sure you **number the reasons** as you are doing this.
  - C. Give students a copy of the opinion essay (getting paid for going to school). Ask students to read along silently while you read the paper out loud.
    - i. Have students identify the **topic sentence**. Does it catch your attention? Does it tell what the writer believes? Write notes for the topic

- sentence in the graphic organizer on the board or chart, having students help you. Explain you need just a few words for notes.
- ii. Have students identify the **reasons**. **Number** each reason as you make notes on the graphic organizer. Students can suggest how you would write the notes. Emphasize that notes are not full sentences. Have students identify the **explanation for each reason**—**where the writer says more about each reason**. **Do the explanations make the reasons stronger? *To think of powerful reasons, we have to think of our reader. Will these reasons convince the reader?***
  - iii. Review **linking words**—words writers use to show that a new reason is being given. Every reason should have a linking word to make it clear to the reader that this is a reason. Remind students that it is not fun to read an essay that only uses first, second, and third. Go over the chart of linking words and have students find linking words in the essay and add new words to their charts. ***You can keep adding additional linking words to this list over time!***
  - iv. Have students identify the **ending**. Does it wrap it up right? Does it bring together and summarize all of the reasons?

*Options for checking for understanding parts—have students:*

1. *Underline or circle parts*
2. *Point parts out to a partner*
3. *Respond orally*

### III Lesson Wrap Up

- A. Announce test next session! Tell students they will not be graded (no grade!). They will come and state POW and TREE and tell what they mean from memory.
- B. Give each student their own folder. Ask students to put the materials from the lesson in their folders. Collect the folders. Tell the students you will pass the folders out for the next lesson.
- C. Determine if some of your students, the struggling writers, need a little more help with this lesson, and plan for this as possible. Identify students who understand all of these concepts well and begin to think about adding goals for their writing to push them further, such as working on effective vocabulary, sentence combining to create more complex sentences, writing more to support their reasons, and so on. Use your curriculum to help establish additional goals for your more competent writers.

Listen up! Kids should get paid for going to school. My first reason is that they'll do their work better because if kids don't get paid, they might not get their work done. Another reason is that kids work hard to learn. If kids really work hard to learn, they've earned cash. My last reason is that if kids are paid to go to school they can use the money to buy things that will help them learn better. They can buy pencils, paper, crayons, books, calculators and even more. This will be great for teachers too because they won't have to buy kids supplies like they do now. Now you know why kids need to be paid to go to school. They will work better, they deserve cash for hard work, and they can buy materials to help them learn.



<b>T</b>	Topic Sentence: Tell what you believe. Students should get paid for school
<b>R</b>  My first reason	Reasons – 3 or more. Explain each reason further. Reason: Do their work better
<b>E</b>	Explanation: Might not get their work done
Another reason	Reason: Kids work hard to learn  Explanation: If they work hard they've earned cash
My last reason	Reason: Can use money to buy things to help with learning  Explanation: Kids can buy school supplies; teachers won't have to buy supplies
<b>E</b>	Ending: Wrap it up right. Now you know why kids need to be paid for school Work better, deserve cash, buy materials

FIGURE 6.5 TREE—kids paid for school—lesson 2 answer key

Listen up! Kids should get paid for going to school. My first reason is that they'll do their work better because if kids don't get paid, they might not get their work done. Another reason is that kids work hard to learn. If kids really work hard to learn, they've earned cash. My last reason is that if kids are paid to go to school they can use the money to buy things that will help them learn better. They can buy pencils, paper, crayons, books, calculators and even more. This will be great for teachers too because they won't have to buy kids supplies like they do now. Now you know why kids need to be paid to go to school. They will work better, they deserve cash for hard work, and they can buy materials to help them learn.

FIGURE 6.6 TREE—kids paid for school—lesson 2 answer key

### POW + TREE, Revise a Poor Essay: LESSON # 3

**Purpose: Develop Background Knowledge, Discuss It;** Revise essay so that: there is a good opening, the reasons make sense, good linking words are used, and the ending sums it up right.

**Objectives:** Review and practice POW, writing to persuade, TREE; identify elements in essay example; recognize reasons that make sense; recognize that this ending does not sum up all of the reasons

#### Materials:

- Mnemonic chart
- Example essay (kids choose food)
- TREE graphic organizer
- Linking words/attention getters chart
- Flash cards (*if desired*)
- Pencils
- Scratch paper
- Student folders

I Test POW and TREE

Test to see if students remember **POW** and **TREE**, however you wish, but make sure each student is getting them. You might have students test each other or have students spend time practicing the parts out loud. Tell students you will test them on it each day to make sure they have it. Be sure students remember that **TREE** is the trick for **O**.

II Find TREE in an Essay, Find Poor Parts, Make Notes on Graphic Organizer

- A. Tell students you will read and examine another opinion essay. While reading, you will look to see if the writer included all of the parts. You will also be looking to see if the reasons make sense. Remind students of the parts: Topic sentence = tell what I believe; Reasons = 3 or more; Explain = Say more about each reason; Ending = Wrap it up right. (Leave out the TREE chart where students can see it.) Remind students that **good opinion essays are fun for you to write and for others to read, make sense, and can convince the reader to agree with you.**
- B. Remind students that you will use the TREE graphic organizer to write the parts in note form. Put graphic organizer on board or use chart. Make sure you **number the reasons** before you add linking words.
- C. Give students a copy of the essay paper (kids choose food). Ask students to read along silently while you read the paper out loud.
1. Have students identify the topic sentence. Does it catch your attention? Does it tell what the writer believes? Write notes for the topic sentence in the graphic organizer. **Emphasize: notes are not complete sentences.**
    - a. Discuss a variety of ways to catch readers attention (exclamation, question, fact, anecdote)
  2. Have students identify the reasons. Number each reason as you make notes on the graphic organizer. Have students identify the explanation for each reason.
  3. **Ask students if the reasons and the explanations make sense AND ARE THEY REASONS AND EXPLANATIONS THAT WILL CONVINCE THE READER. Emphasize how important it is to *think about your reader* when you decide on your reasons. Who might be the reader for this essay? Your parents? Your teacher? Would these reasons convince them to agree with you? If the reason or explanation makes sense, make notes in the graphic organizer. If the reasons or explanations do not make sense, ask the students for**

**different reasons or explanations you can write that make sense. *Make notes for these better reasons and explanations in the graphic organizer (do not make notes for the bad ones).* Emphasize that in order to persuade a reader, the reasons need to make sense and need to be powerful to try to convince the reader to agree with you.**

4. Review linking words—words writers use to show that a reason is being given. Use linking word chart. Find linking words in this essay, fix them if they do not make sense!
5. Have students identify the ending sentence. Does it make sense? Does it sum up all of the reasons? ***Make notes for a better ending sentence.***

### III Write a New Essay Together (on the Board or on a Chart) from the Notes You Have Made!

Does it make sense? Will the reasons convince your readers? Is it a better essay? Does the ending wrap it up right?

### IV Lesson Wrap Up

- A. Announce test next session! Tell students they will not be graded (no grade!). They will come and write out POW and TREE and tell what they mean from memory.
- B. Give each student their own folder. Ask the students to put the materials from the lesson in their folders. Collect folders. Tell the students you will pass the folders out for the next lesson.
- C. Continue to work with students who need extra support and students who may need additional, more challenging goals.

I believe children should be allowed to eat whatever they want. First, children will pick healthy things to eat like candy and chocolate. Third, it will save their parents time cooking because they can give their kids cereal. Finally, children need to learn to make good food choices. Then they can pick food that has sugar and will give them lots of energy so they can run around. These are the reasons why I think children should be allowed to eat whatever they want.

<b>T</b>	Topic Sentence: Tell what you believe. Students should eat whatever they want
<b>R</b> First	Reasons – 3 or more. Explain each reason further. Reason: Pick healthy things like candy and chocolate
<b>E</b>	Explanation:
Third	Reason: Save parents time cooking Explanation:
Finally	Reason: Need to learn to make good food choices Explanation: Pick food with sugar which gives them energy
<b>E</b>	Ending: Wrap it up right. These are reasons why I think children should be allowed to eat whatever they want

FIGURE 6.7 TREE—kids choose food—lesson 3 answer key

I believe children should be allowed to eat whatever they want. First, children will pick healthy things to eat like candy and chocolate. Third, it will save their parents time cooking because they can give their kids cereal. Finally, children need to learn to make good food choices. Then they can pick food that has sugar and will give them lots of energy so they can run around. These are the reasons why I think children should be allowed to eat whatever they want.

FIGURE 6.8 TREE—kids choose food—lesson 3 answer key

**POW + TREE: LESSON # 4**

This lesson may take more than one class session to complete. REPEAT THIS LESSON IF YOU FEEL YOUR STUDENTS, OR A GROUP OF YOUR STUDENTS, ARE NOT READY FOR LESSON 3 YET. YOU CAN MAKE UP A PROMPT FOR YOUR CLASS.

**Purpose:** Model It; Record Self-Statements

**Objectives:** review POW and TREE; model; develop self-instructions

**Materials:**

- Mnemonic chart
- Practice prompt (toys)
- Example essays (pick own TV shows, for school uniforms)
- TREE graphic organizer
- Linking words/attention getters chart
- Flash cards (*if desired*)
- Pencils
- Colored pencils
- Lined paper
- Self-statements sheet
- Rocket graphing sheet
- Scratch paper
- Student folders

**I Test POW and TREE**

Test to see if the students remember **POW** and **TREE**. Have students spend some time practicing as needed. Tell students you will test them on it each day to make sure they have it. Be sure students remember that **TREE** is the trick for **O**.

**II Find TREE in 1–2 More Essays; Think of More or Better Reasons; Teacher Models Making Notes on Graphic Organizer**

**NOTE: ONE PARAGRAPH AND TWO PARAGRAPH MODEL ESSAYS ARE AT THE END OF THE LESSON PLANS. USE BOTH OR SELECT THE ONE MOST APPROPRIATE FOR YOUR STUDENTS.** If you have some students in your class who are ready to write two or more paragraphs, you can use the two paragraph essay with that group of students.

Put out TREE reminder chart, graphic organizer, and linking word chart. Go through one or two more opinion essay examples (pick TV shows, for school uniforms) and have students identify the parts: opening that catches the reader's attention and tells what the writer believes, at least three reasons, explanations for each reason, and an ending sentence that sums it up right.

Be sure to model writing in note form on the graphic organizer for at least for the first essay. Do again with the second essay for students who need to practice this further. Find **linking words and think of other ones**. Ask students

**if they can think of more or better reasons! Record the reasons on the graphic organizer.**

III Model Using Self-Statements for “P” in POW

Tell students that today they will help you write a good opinion essay.

- A. Using the TREE graphic organizer, state something like, “Remember the first letter in POW is P—*pick my idea*. Today we are going to practice how to write an opinion essay. To do this, we have to be creative and think free.”
- B. Explain to the students that the things you say to yourself out loud and in your head help you get through the writing process. For example, “I might think in my head, what is it I have to do? I have to write to persuade. A good opinion essay makes sense, has all the parts, and needs to be powerful to try to convince the reader to agree with me.”
- C. Write this prompt on the board:  
*PROMPT: Think about whether or not all children should have toys. Decide what you believe and think about who your reader(s) might be. Write an opinion essay that can convince your reader to agree with you. Model things you might say to yourself when you want to think of a good idea. For example, “I have to let my mind be free.” “Take my time. A good idea will come to me.” “Think of new, fun ideas.” You can also start with a negative statement and model how a coping statement can help you get back on track. For example, “I can’t think of anything to write! Ok, if I just take my time, a good idea will come to me.”* Students can help you.
- D. Pass out self-statement sheets to students. If useful, ask students what they think in their head when they have to pick an idea to write about—do the things you think in your head help you or get in your way? Have students record 1–2 things they can say to help them think of good ideas on their self-statement sheet. We want to use self-statements that help us! If students have trouble, help them create their own statements or let them “borrow” one of yours until they can come up with their own.

IV Discuss Using “O” in POW, Model Making Notes Using TREE

- A. The second letter in POW is O—*organize my notes*. You are going to write an opinion essay today and you know there is a trick for O. Ask students to tell you the trick—TREE.
- B. Show students a blank graphic organizer on the board or a chart. State, “I will use this page to make and organize my notes. You can help me.” Tell students they will do this too next time they write an opinion essay.



- C. Briefly review the parts of TREE in the graphic organizer. Review your writing goals: To write a good opinion essay. **Remind students that powerful opinion essays get the reader’s attention and tell readers what you believe, give at least three reasons why you believe that, give explanations for each reason, use good linking words, and have an ending sentence that brings it all together. Also, good opinion essays are fun for you to write and for others to read, make sense, and can convince the reader to agree with you.**
- D. Explain that you can now do the O in POW—Organize my Notes. State, “This helps me plan my paper. I can write down ideas for each part. I can write ideas down in different parts of this page as I think of ideas.”
- E. *Model making notes using TREE graphic organizer. Students can help you throughout the next steps. Below is an example of modeling for TREE. Use problem definition (such as, “what is it I have to do here—write a powerful opinion essay,” or “I know what to do, I need to use TREE”), self-evaluation, planning with TREE, coping, and self-reinforcement statements as you work on making notes.*
- i. “First, what do I believe—what do I want to tell the reader I believe?” (*Talk out loud and fill in notes for Topic Sentence*). How can I catch the reader’s attention with my opening? Generate notes for a good opening with your students.
  - ii. Second state, “Good! I like this idea! Now I need to figure out at least 3 reasons. Let my mind be free, think of good ideas.” (*Talk out loud and write notes for at least 3 reasons, not in full sentence; students can help you come up with these reasons. Use coping statements at least twice*). Be sure to number your reasons in the order you want to use them after you have your notes made. Discuss with the students what order would be most effective or logical for the reader.
  - iii. Third, state, “I need to remember my trick, TREE. The next step in TREE is to make notes to explain each of my reasons” (*it is fine if this is also done in the previous step while reasons are brainstormed*). Think out loud and makes notes for explanations; students can help you.
  - iv. Fourth, state, “What do I need to do next? I need to wrap it up right” (*Talk out loud and write notes for the ending sentence*). Make sure that your ending wraps it up right and sums up your reasons.
  - v. After generating notes for all the parts state, “Now I can look back at my notes and see if I can add more notes for my paper.” Students can help you. Model adding more notes (e.g., an extra reason or explanation, or having a reason make more sense). Use coping statements.

- vi. **Finally, model adding the *linking words***; state, “I can also decide on good linking words I want to use for each reason.” Students can help. Write them on the graphic organizer.
- vii. **Finally, model checking TREE to make sure you have done all of the steps.**

V Model Writing Your Opinion Essay Using POW and TREE

- A. Keep the POW and TREE chart out or write on board.
- B. State, “Now I can do w in POW—*Write and say more*. I can write an opinion essay and think of more good ideas.”
- C. Model the entire process of writing an opinion essay using the practice prompt. Print clearly on the board or chart so students can follow along.
- D. Talk yourself through writing the paper, using multiple types of self-statements as you did for making notes. **The students can help throughout writing the paper.** You might start by stating, “How shall I start? I need to tell the reader what I believe. I need a good topic sentence.” Then pause and think your opening sentence out. Write out the sentence. Model using your notes to write out your reasons and explanations. Continue writing the essay until you are finished. At least 2 times ask, “Does my essay make sense? Do I have all my parts? Will the reader be persuaded by my reasons?” Use coping statements. *Add or change at least one reason or explanation as you work, reminding students that w is for write and say more. You need to keep thinking about your reader while your write, and make changes as needed.*
- E. Model writing the ending sentence and examining the paper for all of its parts. When the paper is finished, use a self-reinforcement statement something like, “Good work. I’m done. It’ll be fun to share my opinion essay with my readers and see if I can persuade them.”

VI Self-Statements for TREE

- A. Pass out student folders. Ask students to add to their self-statements lists. Ask the students if they can remember: 1) the things you said to yourself to get started making notes and writing? 2) things you said while you worked on notes or writing (try to get some creativity statements, coping statements, statements about remembering the parts, and self-evaluation statements) 3) things you said to yourself when you finished making notes or writing. Remind students that their self-statements should be in their own words. Make sure the students adds these to their list:

- i. 1–2 statements to say to **get started**. *For example, “What is it I have to do? I have to write an opinion essay using TREE.”—In the students’ own words.*
  - ii. 1–2 statements to say **while you work**: self-evaluation, coping, self reinforcement, and any others the students like. *In the students’ own words.*
  - iii. 1–2 statements to say **when you’re finished** such as “This is great! My readers will be persuaded.” *In the students’ own words.*
- B. Tell students that we don’t always have to state these things out loud. Once we learn them we can think these things in our heads, whisper it to ourselves, or read it on our lists.

#### VII Introduce Graphing Sheet/Graph the Paper

- A. Draw a graphing rocket on the board or use a rocket chart; if you start a rocket chart now you will continue to use it in later lessons.
- B. Ask students if the paper had all the parts. Review the topic sentence, the three or more reasons, explanations, and the ending sentence. **Count up the parts: a good opinion essay has at least 8 parts.** Show the students how each square on the rocket gets colored in is for each part that was written. Also, color a star for each reason if there are more than 3 reasons in the essay or for each good linking word that was used in the essay.
  - Color in one square for each part of TREE in the essay
  - If more than 8 parts, students blast rocket by coloring all the flames and rocket ship.
  - Have students write number of parts above the rocket.
  - Color in one star for each linking word used.
- C. When you color in all of the parts, tell students they have blasted off their rocket and their goal is to be able to blast off their rocket every time they write opinion essays.

#### VIII Lesson Wrap-Up

- A. Announce test next session! Tell the students they will not be graded (no grade!). They will tell what POW and TREE mean from memory.
- B. Ask students to put the materials from the lesson in their folders. Collect folders. Tell students you will pass the folders out for the next lesson.
- C. Continue to work with students who need extra support and students who need additional, more challenging goals.

Should young children choose their own TV shows to watch? Are you kidding? Little kids should never choose their own TV shows. There are so many reasons. First, little children might pick shows they don't know are scary or sad. They might watch a movie that really scares them, and then have nightmares. Their parents would never let them watch that movie! Next, some shows model poor behavior that we don't want little kids to see. They might watch a show that shows people kicking and fighting. Then they might think kicking and fighting are ok, but it is not ok to kick and fight. Finally, there are many good TV shows for little kids, but many little kids won't know what they are. Parents know more about the shows on TV, and can pick shows that help their children learn and that are fun. Letting young children pick their own shows is a bad idea all around, because they might watch something sad or scary, see bad behavior, or miss really good shows.

Let me tell you why I love my school uniform. I know a lot of people fight against requiring school uniforms, because that happened at my school. We have school uniforms now, and I think it was the best choice ever. I have three reasons for supporting school uniforms that I want to share with you, and I think that when you think it over carefully, you will agree with me. For me, one of the major reasons I love my school uniform is that I don't have to think about what to wear in the morning. I am not a good morning person, and I always hated trying to pick my clothes out the night before. Now, I get up in the morning and I know exactly what I am going to wear!

Second, in my school wearing uniforms has clearly resulted in less bullying. There are students who harass other students just because they don't have the latest styles. Because we are all wearing our school uniforms, that just can't happen. Finally, I know that my parents really appreciate our school uniforms because they have saved money. My Mom even said that we could afford a new video game this fall because we didn't spend so much money on new clothes for school. It is clear to me that requiring school uniforms is the right choice, because it makes life easier for students, stops bullying based on what students are wearing, and saves money.

<b>T</b>	Topic Sentence: Tell what you believe. Kids should never choose own TV shows
<b>R</b> First	Reasons – 3 or more. Explain each reason further. Reason: Might pick scary or sad shows
<b>E</b>	Explanation: Could scare them or give them nightmares
Next	Reason: Shows model poor behavior  Explanation: Show people kicking and fighting
Finally	Reason: There are many good TV shows  Explanation: Parents know what TV shows are good
<b>E</b>	Ending: Wrap it up right. Letting kids pick is a bad idea all around Watch something sad or scary, see bad behaviors, miss really good shows

FIGURE 6.9 TREE—choose TV shows—lesson 4 answer Key

Should young children choose their own TV shows to watch? Are you kidding? Little kids should never choose their own TV shows. There are so many reasons. First, little children might pick shows they don't know are scary or sad. They might watch a movie that really scares them, and then have nightmares. Their parents would never let them watch that movie! Next, some shows model poor behavior that we don't want little kids to see. They might watch a show that shows people kicking and fighting. Then they might think kicking and fighting are ok, but it is not ok to kick and fight. Finally, there are many good TV shows for little kids, but many little kids won't know what they are. Parents know more about the shows on TV, and can pick shows that help their children learn and that are fun. Letting young children pick their own shows is a bad idea all around, because they might watch something sad or scary, see bad behavior, or miss really good shows.

FIGURE 6.10 TREE—choose TV shows—lesson 4 answer key

<b>T</b>	Topic Sentence: Tell what you believe. Supporting school uniforms
<b>R</b> One of the major reasons  <b>E</b>	Reasons – 3 or more. Explain each reason further. Reason: Don't have to think about what to wear Explanation: Know exactly what I'm going to wear in the morning
Second	Reason: Less bullying Explanation: Students harass others because they don't have the latest styles
Finally	Reason: Parents save money Explanation: Got to buy a new video game with saved money
<b>E</b>	Ending: Wrap it up right. Requiring school uniforms is the right choice Life easier for students, stops bullying, saves money

FIGURE 6.11 TREE—school uniforms—lesson 4 answer key

Let me tell you why I love my school uniform. I know a lot of people fight against requiring school uniforms, because that happened at my school. We have school uniforms now, and I think it was the best choice ever. I have three reasons for supporting school uniforms that I want to share with you, and I think that when you think it over carefully, you will agree with me. For me, one of the major reasons I love my school uniform is that I don't have to think about what to wear in the morning. I am not a good morning person, and I always hated trying to pick my clothes out the night before. Now, I get up in the morning and I know exactly what I am going to wear!

Second, in my school wearing uniforms has clearly resulted in less bullying. There are students who harass other students just because they don't have the latest styles. Because we are all wearing our school uniforms, that just can't happen. Finally, I know that my parents really appreciate our school uniforms because they have saved money. My Mom even said that we could afford a new video game this fall because we didn't spend so much money on new clothes for school. It is clear to me that requiring school uniforms is the right choice, because it makes life easier for students, stops bullying based on what students are wearing, and saves money.

FIGURE 6.12 TREE—school uniforms—lesson 4 answer key

### POW + TREE: LESSON # 5

This lesson may take more than one class session to complete.

**Purpose: Support It: Review POW & TREE, Self-Instructions, Collaborative Writing**



**Objectives:** Review and practice POW, TREE; identification of parts in example papers; reinforce transfer and write collaboratively

**Materials:**

- Mnemonic chart
- Practice prompt (new language)
- Example essays (bike path, against school uniforms)
- TREE graphic organizers
- Linking words/attention getters chart
- Flash cards (*if desired*)
- Self-statements sheet
- Rocket Graphing Sheet
- Pencils
- Colored pencils
- Scratch paper
- Lined paper
- Student folders

I Test POW and TREE, Prepare to Wean Off Graphic Organizer  
Test to see if the students remember **POW** and **TREE**. Be sure students remember that **TREE** is the trick for **O**.

*To prepare the students for weaning them off the graphic organizer in future lessons, ask the students to write the mnemonics on scratch paper, but with POW across the top of the page and TREE down the left-hand side of the sheet. Demonstrate on the board.*

**IF NEEDED**, have students pair off and test each other.

II Find TREE in 1–2 More Essays (*IF NEEDED, SKIP IF NOT OR USE WITH INDIVIDUAL STUDENTS OR SMALL GROUPS AS NEEDED*)

**AGAIN: ONE PARAGRAPH AND TWO PARAGRAPH MODEL ESSAYS ARE ATTACHED. USE BOTH OR SELECT THE ONE MOST APPROPRIATE FOR YOUR STUDENTS.** If you have some students in your class who are ready to write two or more paragraphs, you can use the two paragraph essay with that group of students.

*If you used for school uniforms in the last lesson, and use against school uniforms in this lesson, you might take time to discuss with your class how people can write powerful opinion essays for different sides of the same issue!*

Pass out student folders. Put out TREE reminder chart, graphic organizer, and linking word chart. Go through one or two more examples (*bike path, against school uniforms*) and have students verbally identify the parts—a good opening that gets the reader’s attention and tells what the writer believes, at least three reasons, explanations, and a good ending sentence.

Model making notes if necessary. Find linking and discuss alternative linking words. **For each of these papers, ask the student if they can think of more or better reasons! Number and write the reasons on the graphic organizer. Ask**

**the students what linking words could be used with the additional reasons.**  
**BE SURE TO EXAMINE PARTS! Are they all there?**

IV Group Collaborative Writing, Teacher Leads

- A. Pass out student folders, if not already out. Ask students to get out their TREE reminder chart, **linking word chart (remember, students can add to this list across lessons)**, and self-statements list. Put graphic organizer on board with POW across the top and TREE down the left side.
- B. Write this prompt on the board: *Think about whether or not students should learn another language. Decide what you believe and think about who your reader(s) might be. Write an opinion essay that can convince your reader to agree with you.*
- 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.
- D. How do we start? The first letter in POW is P—*Pick my idea*. Refer students to their self-statements to get started. This is along the same line as “**What is it I have to do? I have to write an opinion essay using TREE.**” Decide as a group what you believe.
- E. What do we do next? The second letter in POW is O—*Organize my notes*. We will use TREE to help us organize and plan our paper. Remind students TREE is the trick for O. State, “We will use this organizer on the board to make and organize our notes.”
- F. Review your goals for writing an opinion essay with the students. Powerful opinion essays get the reader’s attention and tell the reader what you believe, give at least three good reasons why, give explanations for each reason, use linking words, and have a good ending sentence. Also, good opinion essays are fun to write, fun for others to read, make sense, and may convince the reader to agree with you.
- G. After students have generated notes for all of the essay parts, look back at the notes and see if you can add more parts (e.g., more reasons, better explanations). Make sure there are notes for good linking words.
- H. With the students, examine the parts of TREE in the notes. *Are they all there?*
- I. What do we do next? The last letter in POW is W—*Write and say more*. Refer students to their self-statements for what to say while they work. State, “What is it I have to do here? I have to write an opinion essay. A good opinion essay has at least 8 parts, uses linking words, and makes sense. It is fun to write and fun to read.” Have students suggest sentences for each

part of TREE. Write the essay on the board as you go. Revise as your work as appropriate.

V Graph the Essay

- A. Draw a graphing rocket on the board or use a chart.
- B. Ask students if the essay has at least 8 parts. Review the topic sentence, the three or more reasons, the explanations, and the ending sentence. Show the students how each square on the rocket gets colored for each part that was written. Color the flames of the rocket ship for having more than 8 parts and write the number of parts above the rocket. Also, color one star for each good linking word that was used in the essay.
- C. Note that you have colored all of the parts, tell students they have blasted off their rocket, and their goal is to be able to blast their rocket when they write their next opinion essays.

VI Lesson Wrap-Up

- a. Announce test next session! Tell the students they will not be graded (no grade!). They will come and write out POW and TREE and tell what they mean from memory.
- D. Give each student their own folder. Ask students to put the materials from the lesson in their folders. Collect folders. Tell the students you will pass the folders out for the next lesson.
- E. Continue to work with students who need extra support and students who need additional, more challenging goals.

Everyone in our community would be better off if we built a new bike path. I am sure that when you hear my reasons, you will agree with me. One important reason is because when children and adults spend more time riding bikes, they will be healthier. Riding bikes is good exercise, and being outdoors is good for your health too. My next reason is that a pretty bike path will attract more people to our town. If more people come to our town they will spend money while they are here, and this will be good for our community. In addition, when people are out riding their bikes they meet more people and get to know them. When more people get to know each other, we will have a stronger community. Finally, building a new bike path will help us save some of the green space in our community. If we don't work to save our green space, our community will get too crowded and we won't have trees and birds. Let's build a wonderful new bike path so that we can get healthier, bring more people to our town, and build a stronger community. It is clearly the right thing to do!

School uniforms, do you love them or hate them? You should be against them, and I will tell you why. First of all, I want to be my own person. When I pick out my own clothes I can express my personality and my style. I believe students should have the freedom to choose clothes that express their style. After all, this is a free country. Secondly, I hear a lot of students who wear school uniforms complain that they are not comfortable. I only pick clothes to wear to school that I am comfortable in. When I am comfortable, it is easier for me to learn.

There are more good reasons not to force us to wear school uniforms. My next reason is that making students wear uniforms makes their parents spend more money. Students will still want to pick their own clothes to wear outside of school, so parents will have to buy two wardrobes for their kids. Last of all, when students pick out their own clothes for school, they learn that everyone is different and learn to appreciate those differences. Clothes don't make the person. Choosing our own clothes allows us to express our style, be comfortable in school, saves money, and helps us learn to appreciate our differences.

<b>T</b>	Topic Sentence: Tell what you believe. You should be against them (school uniforms)
<b>R</b> First of all <b>E</b>	Reasons – 3 or more. Explain each reason further. __ Reason: I want to be my own person  Explanation: express my personality and my style & this is a free country
Secondly	__ Reason: not comfortable  Explanation: am comfortable, it is easier for me to learn
My next reason	__ Reason: parents spend more money  Explanation: clothes to wear outside of school, so parents will have to buy two wardrobes for their kids.
Last of all	__ Reason: learn that everyone is different  Explanation: learn to appreciate those differences & clothes don't make the person
<b>E</b>	Ending: Wrap it up right. Choosing our own clothes allows us to express our style, be comfortable in school, saves money, and helps us learn to appreciate our differences.

FIGURE 6.13 TREE for against school uniforms—lesson 5 answer key

School uniforms, do you love them or hate them? You should be against them, and I will tell you why. First of all, I want to be my own person. When I pick out my own clothes I can express my personality and my style. I believe students should have the freedom to choose clothes that express their style. After all, this is a free country. Secondly, I hear a lot of students who wear school uniforms complain that they are not comfortable. I only pick clothes to wear to school that I am comfortable in. When I am comfortable, it is easier for me to learn.

There are more good reasons not to force us to wear school uniforms. My next reason is that making students wear uniforms makes their parents spend more money. Students will still want to pick their own clothes to wear outside of school, so parents will have to buy two wardrobes for their kids. Last of all, when students pick out their own clothes for school, they learn that everyone is different and learn to appreciate those differences. Clothes don't make the person. Choosing our own clothes allows us to express our style, be comfortable in school, saves money, and helps us learn to appreciate our differences.

FIGURE 6.14 TREE for against school uniforms—lesson 5 answer key

<b>T</b>	<p>Topic Sentence: Tell what you believe. Everyone in our community would be better off if we built a new bike path.</p>
<b>R</b> <b>E</b> One important reason	<p>Reasons – 3 or more. Explain each reason further. __ Reason: children and adults spend more time riding bikes, they will be healthier</p> <p>Explanation: good exercise, and being outdoors is good for your health too</p>
next reason	<p>__ Reason: pretty bike path will attract more people to our town</p> <p>Explanation: will spend money while they are here, and this will be good for our community</p>
In addition	<p>__ Reason: they meet more people and get to know them</p> <p>Explanation: stronger community</p>
Finally	<p>__ Reason: will help us save some of the green space in our community</p> <p>Explanation: too crowded and we won't have trees and birds</p>
<b>E</b>	<p>Ending: Wrap it up right. get healthier, bring more people to our town, and build a stronger community.</p>

FIGURE 6.15 *TREE for community bike path—lesson 5 answer key*

Everyone in our community would be better off if we built a new bike path. I am sure that when you hear my reasons, you will agree with me. One important reason is because when children and adults spend more time riding bikes, they will be healthier. Riding bikes is good exercise, and being outdoors is good for your health too. My next reason is that a pretty bike path will attract more people to our town. If more people come to our town they will spend money while they are here, and this will be good for our community. In addition, when people are out riding their bikes they meet more people and get to know them. When more people get to know each other, we will have a stronger community. Finally, building a new bike path will help us save some of the green space in our community. If we don't work to save our green space, our community will get too crowded and we won't have trees and birds. Let's build a wonderful new bike path so that we can get healthier, bring more people to our town, and build a stronger community. It is clearly the right thing to do!

FIGURE 6.16 TREE for community bike path—lesson 5 answer key

#### POW + TREE: LESSON # 6

**Purpose: Support It.** Review POW + TREE, Analyze and Revise Another Poor Essay (if needed), Examine Prior Performance, Compare to Current Writing Performance and Establish Writing Goals

**Objectives:** Review and practice POW and TREE; discuss pretest essay, compare to current writing and establish goals for writing better essays



**Materials:**

- Mnemonic chart
- Example essay (computers)
- TREE graphic organizer
- Linking words/attention getters chart
- Flash cards (*if desired*)
- Self- statements sheet
- Rocket graphing sheet
- Pencil
- Colored pencils
- Scratch paper
- Lined paper
- Scored Pretests
- Collaborative essay—written in Lesson 2 or 3
- Student folders

**I Test POW and TREE**

Test to see if the students remember POW and TREE by having them write the mnemonics out on a piece of scratch paper. Remember: to prepare the students for weaning off the graphic organizer, ask students to write POW across the top of the page and TREE down the left-hand side of the sheet. Have students pair off and test each other if needed.

**II Find TREE in Another Poor Opinion Essay (IF NEEDED: SKIP IF NOT OR USE WITH INDIVIDUAL STUDENTS OR SMALL GROUPS IF NEEDED).**

Put out TREE reminder chart, graphic organizer, and linking word chart. Go through essay example (for computer). Have students try to find all of the parts and determine what is missing or what can be better. Make notes in the graphic organizer. Use better linking words, reminding students that it is not fun to read an essay that just uses first, second, and third; and make notes for a better ending sentence. Check to be sure that you have notes for all 8 parts. If you wish and time allows, write the new and more powerful essay out on the board and add it to the rocket graph sheet.

**III Establish Prior Performance**

- A. Say, “Remember the opinion essays you wrote before we learned POW and TREE?” Pass out each student’s pretest.
- B. Tell students you don’t expect them to have all the parts in this essay, they hadn’t learned the trick yet! Have students read their paper and see which parts they have. Have students count up the number of parts they have. *You can have students graph this number on a rocket chart they will use for the next essays they write if you like, or skip this if you prefer.*
- C. Briefly discuss with students which parts they have and which they don’t. Emphasize that they wrote this essay before learning the “tricks” for

writing. Now that they know the “tricks” their writing has already greatly improved. Compare the pretest paper to the collaborative paper and talk about what the students have learned about good writing. If any students are exhibiting frustration or are upset about their pretest essay, encourage them to use a self-statement.

- D. Set a goal to continue writing better papers. *Each opinion essay they write should have at least 8 parts. Remind them that a powerful opinion essay gets the reader’s attention and tells the reader what you believe, gives at least three reasons why, gives an explanation for each reason, uses linking words, and has a good ending sentence. Also, good opinion essays make sense, are fun to write and for others to read, and may convince the reader to agree with you.*
- E. Say, “Our goal is to have all 8 parts and ‘better’ parts the next time we write an opinion essay.”

#### IV Lesson Wrap-Up

- A. Remind students they will come and write out POW and TREE and tell what they mean from memory again next lesson.
- B. Give each student their own folder. Ask students to put their materials from the lesson in the folders. Collect folders. Tell students you will pass folders out for the next lesson.
- C. Continue to work with students who need extra support and students who need additional, more challenging goals. Check to be sure all students including struggling writers have memorized POW + TREE by now. If some have not, provide extra practice.
- D. ***BEGIN DISCUSSING WITH STUDENTS HOW THEY CAN USE POW + TREE AT OTHER TIMES THAN IN CLASS. WHO MIGHT THEY WANT TO WRITE TO AND TRY TO CONVINCING THEM ABOUT SOMETHING? COULD YOU USE THIS FOR WRITING FOR THE SCHOOL PAPER? TO YOUR PARENTS? AS APPROPRIATE, DISCUSS HOW STUDENTS CAN USE POW + TREE WHEN THEY TAKE A WRITING TEST THAT ASKS THEM TO WRITE AN OPINION ESSAY (RELATE TO YOUR STATE OR SCHOOL TESTING).***

I think that everyone should learn how to use a computer. First, I think that kids should learn to use the computer is because it can help them at school. A second reason for learning to use the computer is to play games. My third reason is that the computer is a good way to send messages and write to other kids. So if you ask me, everyone needs to learn how to use the computer. The sooner they start, the better.

<p><b>T</b></p>	<p>Topic Sentence: Tell what you believe.</p> <p>Everyone should learn to use a computer</p>
<p><b>R</b></p> <p>First</p> <p><b>E</b></p>	<p>Reasons – 3 or more. Explain each reason further.</p> <p>__ Reason:</p> <p>Help them at school</p> <p>Explanation:</p>
<p>A second reason</p>	<p>__ Reason:</p> <p>Play games</p> <p>Explanation:</p>
<p>My third reason</p>	<p>__ Reason:</p> <p>Send messages and write to other kids</p> <p>Explanation:</p>
<p><b>E</b></p>	<p>Ending: Wrap it up right.</p> <p>Everyone should learn to use a computer</p> <p>The sooner they start the better</p>

FIGURE 6.17 TREE for learn computers—lesson 6 answer key

I think that everyone should learn how to use a computer. First, I think that kids should learn to use the computer is because it can help them at school. A second reason for learning to use the computer is to play games. My third reason is that the computer is a good way to send messages and write to other kids. So if you ask me, everyone needs to learn how to use the computer. The sooner they start, the better.

FIGURE 6.18 TREE for learn computers—lesson 6 answer key

#### POW+TREE+TWA: LESSON # 7

This lesson 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 persuade. The teacher will explain and discuss how to use the TWA strategy for informational text (to be used for persuasive writing) before, during, and after reading. Students will orally state how the six steps of TWA are used before, during, and after reading.

#### Materials:

- Mnemonic chart
- Flash cards (*if desired*)
- Lined paper
- Pencil
- Sample informational text
- Student folders

- I Review POW+TREE and Introduce Reading Informational Text for Persuasive Writing
  - A. Briefly review what students have learned about POW+TREE, including what they stand for and how they help us write to persuade a reader to agree with us. Note that up to now, we have been thinking of reasons and explanations on our own, using our own thoughts. Another important trick for writing powerful persuasive essays is to read about a topic to help identify reasons and explanations that can be persuasive for your readers and that you like. 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 persuade our reader! The big ideas or main ideas might help us with reasons, and the details might help us with explanations or even reasons! Facts can help persuade a reader too.** (How much you go on in further lessons discussing relationships between reasons and explanations with main ideas and details depends on what is appropriate for your students.)

- 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 persuade. Tell them that the strategy will help them understand what they read and reading the text will help them think about reasons and explanations that can help them persuade their reader when they write about that topic. Discuss with the students: how reading informational text before they write could help with POW + TREE? You might remind them of the time they revised a persuasive essay about why all children should learn to use a computer. If they had a text to read about children and computers, how could that have helped? A text to read might give us **more ideas for reasons** to convince our readers and **more ideas for explaining our reasons**. The text might give us **facts, and facts can be very convincing to a reader when we write to persuade**.
- C. If appropriate to your class, you can also talk about how informational text could include information that supports your position (we believed all children should learn to use a computer), but it also might include information that does not support your position or even could be used against your opinion. The author of the informational text is giving information, not trying to persuade the reader one way or another! Remember the persuasive essays about school uniforms? A text about school uniforms might give information on why they are good to require **AND** information about problems with requiring them. (If appropriate, you can spend a minute or two thinking of other topics that an informational text might have support for different opinions, such as going to school in the summer). If we read a text that gives information that can support

more than one position, **we have to decide what position we want to take before we write—just like T in TREE!**

- D. Explain that sometimes students are given writing activities or writing tests where they are told what position to take. Ask students if they remember the writing tests they took before we started our lessons about tricks for writing: these tests asked students to write to persuade their classmates about things like conserving water, wearing bike helmets, and kids keeping fit. The test told them what side to take—for example, one test asked them to write an essay persuading their classmates to conserve water. So, **T in TREE is given in the assignment or test.** Discuss with students that **sometimes we have to write an argument that we may not really agree with, but we still have to do a good job and show what we know about writing to persuade.** The school uniforms essays are good examples. **Using your ideas and informational text, you could write an argument for either side! When you are being tested to see how well you can write to persuade, you want to use all the tricks you know.**

## 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 persuade.”*

## III Introduce Think before Reading

- A. Uncover the first step, **“think about your own ideas for reasons and explanations.”** 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 reasons and explanations also helps you understand what you are reading and how the informational text can help you plan a persuasive essay. **You can think about what information from the text you want to use to support your ideas AND you can find new ideas in the**

**text. It is important to make notes on your graphic organizer or notes sheet for your own ideas.**

- B. 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 reasons 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 \_\_\_\_\_.**

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 Rs and Es.”** 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 reasons or as explanations. (You will show the class ways they can mark the texts later.) **Remember, you can think about what information from the text you want to use to support your ideas AND you can find new ideas in the text.**

V Introduce after Reading

- A. Tell students that there are two things good readers do after reading informational text to help write persuasive essays. Uncover the first thing; **Think about what will persuade your reader?** After you have read the text carefully and marked ideas for reasons and explanations you like, now it

is time to **think about your reader and what reasons and explanations YOU want to use. These ideas can come from the text and from your own ideas.** *Briefly discuss: If you do not have a lot of time to write, you should also think about how many reasons 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 reasons and explanations you will write about.** Now you get to use **POW+TREE+TWA!** Ask students if they remember how to make their own **TREE** planning sheet; review, **P**OW across the top (if they want to) and **T**, **R**s, and **E**s down the side. Make your writing notes, using ideas from the text and/or your own ideas. You can look back at the text 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 persuasive essays we will use POW+TREE+TWA!** Using them all together will give us even **more POWER** for our writing.

## VII Wrap-Up

- A. Tell students that next time they will try to write out the **TWA** mnemonic (like above) and tell what it means.
- B. Give each student their own folder. Ask students to put their materials from the lesson in the folders. Collect folders. Tell students you will pass folders out for the next lesson.
- C. Continue to work with students who need extra support and students who need additional, more challenging goals. Check to be sure all stu-



dents including struggling writers have memorized POW + TREE by now. If some have not, provide extra practice.

- D. ***BEGIN DISCUSSING WITH STUDENTS HOW THEY CAN USE POW + TREE AT OTHER TIMES THAN IN CLASS. WHO MIGHT THEY WANT TO WRITE TO AND TRY TO CONVINCING THEM ABOUT SOMETHING? COULD YOU USE THIS FOR WRITING FOR THE SCHOOL PAPER? TO YOUR PARENTS? AS APPROPRIATE, DISCUSS HOW STUDENTS CAN USE POW + TREE + TWA WHEN THEY TAKE A WRITING TEST THAT ASKS THEM TO WRITE AN OPINION ESSAY (RELATE TO YOUR STATE OR SCHOOL TESTING).***

# TWA



## **T Think Before Reading**

*Think about:*

- Your own ideas for reasons and explanations
- The author's purpose

## **W While Reading**

*Think about:*

- Reading Speed
- Rereading and marking Rs and Es

## **A After Reading**

*Think about:*

- Think about what will persuade your reader?
- Make notes for reasons and explanations you will write about

FIGURE 6.19 TWA

### **POW+TREE+TWA: LESSON # 8**

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:**

- Mnemonic chart
- Informational text (Space Travel Pro)
- Linking words/attention getters chart
- Flash cards (*if desired*)
- Self-statements sheet
- Pencil
- Colored pencils
- Scratch paper
- Lined paper
- Rockets graphing sheet
- Different color highlighters (optional)
- Student folders

**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 5. 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 text. Let them (or you) give examples of how TWA can help in reading informational text when you need to write a persuasive essay.

**II Model TWA, Goal Setting, Self-Monitoring, Self-Statements**

- A. Tell the students that you will show them how **POW+TREE+TWA** works when reading an informational text to help you write a persuasive essay. Tell them that you will go through all the steps of **POW+TREE+TWA**. Let them know that you will be reading and thinking out loud so that they can see all the **POW+TREE+TWA** steps. Students can assist you when appropriate, but remember **YOU ARE IN CHARGE!**
- B. Review **POW+TREE**. Use the mnemonic chart if helpful.
- C. Introduce the TWA checklist that you will use when reading the text. Tell the students that you will be showing them how to use the checklist.
- D. Model **POW+TREE+TWA** using self-statements to guide you. Be sure to use all the types of self-instructions you used earlier with **POW+TREE**. Tell the students that they will get to practice using **POW+TREE+TWA** with you just like they practiced **POW+TREE** with you. Be sure to check each step off on the checklist as it is completed.

**PROMPT:** Write an essay persuading your classmates that space travel is important.

An example script follows:

*Our persuasive essay assignment today is to write an essay persuading your classmates that space travel is important. 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 persuade my classmates that space travel is important. That's P! I might agree or disagree with this, but my job is to show what I know and write a really good persuasive essay. O stands for Organize my notes, but this time I have an informational text to help me with that, so I won't fill in my note chart yet. Using TWA will help me understand the text and think of good reasons and explanations for my persuasive essay.*

*T1: What is the first thing I should do? First, I need to think about my own Rs and Es. I know—I need to make notes for my own ideas. Well, I can do this. The title is, "Space Travel" and I need to convince my reader that space travel is important. OK. I can think of reasons and explanations of why I think space travel is important. Now I need to write my ideas in my TREE notes sheet. Check off T step one on the TWA monitoring checklist. EXPLAIN TO STUDENTS: PEOPLE WHO SCORE WRITING TO PERSUADE TESTS WILL LOOK TO SEE IF YOU USE YOUR IDEAS AND IDEAS FROM WHAT YOU READ.*

*T2: The next thing I need to do for T is: 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, it could give me reasons for or against 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 two on the TWA monitoring checklist. I have checked the two steps for T—think before reading. I am ready to read.*

*w1: 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 reasons and explanations (stopping at punctuation is a good way to monitor this). Then, read at an acceptable speed, stopping to note where you see possible reasons and explanations. Students can help you by telling you when they hear a possible reason or explanation as appropriate. When you finish reading, mark off the first step for w on the checklist.*

*w2: 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 Rs and Es. I will read this text again, and this time I will mark ideas for reasons and explanations. (Introduce markers) I will use these markers to help me identify ideas for reasons and explanations (Use*

one color to highlight possible reasons and another for possible explanations; 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 convince 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 reasons and explanations you know will help convince your reader. Have your students help you find ideas for reasons and explanations.

Briefly ask your students how we know the text you just read is informational and not a true persuasive essay? (The author doesn’t make an argument for what he or she believes, linking words aren’t used to show each new reason, the author doesn’t wrap up an argument at the end, and so on). It is true that reading informational text can help someone decide what they believe, but this is not a persuasive essay! We know how to write to persuade!

A1: Now I am ready to do A. The **first step for A is Think about what will persuade your reader?** I see that I have found lots of ideas for reasons and explanations in this text. I need to pick the ones I want to use to persuade 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 persuade. Now I will look back and put a star next to the ideas for reasons and explanations 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 convince readers. Keep the total number of reasons and explanations reasonable for this group—decide ahead roughly how many reasons and how many paragraphs you want to model).

A2: The **second step for A is Make notes for reasons and explanations you will write about**. I know what to do! Now I need TREE!! (Model making a TREE 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 text. I will think about my ideas and ideas from the text as I plan.

Model making notes for each part of TREE 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 text several times to help you make notes and looking at the notes you made for your own ideas**. The students can help you select reasons and explanations. Then, students can help you number the reasons 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 reasons and explanations 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 reasons and explanations as reasonable for different students).

*Model writing the essay, beginning with a strong topic sentence that catches the reader and then explanations and reasons. Remind yourself that you have to put your ideas into your own words. Look back at the text as needed. Add ideas of make changes as you write (write and say more). Include a good ending (all parts of TREE). 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 reasons and explanations 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 informational text has helped you write your best persuasive essay so far! Have them explain how and why.

### IV Develop Self-Instructions

- A. Have each student take out the self-statements sheet from their folders. Explain that they will use the paper to add 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

- A. Tell students that next time they will try to write out the TWA mnemonic (like above) and tell what it means.
- B. Give each student their own folder. Ask students to put their materials from the lesson in the folders. Collect folders. Tell students you will pass folders out for the next lesson.
- C. Continue to work with students who need extra support and students who need additional, more challenging goals. Check to be sure all students including struggling writers have memorized POW + TREE by now. If some have not, provide extra practice.

- D. *BEGIN DISCUSSING WITH STUDENTS HOW THEY CAN USE POW + TREE AT OTHER TIMES THAN IN CLASS. WHO MIGHT THEY WANT TO WRITE TO AND TRY TO CONVINCE THEM ABOUT SOMETHING? COULD YOU USE THIS FOR WRITING FOR THE SCHOOL PAPER? TO YOUR PARENTS? AS APPROPRIATE, DISCUSS HOW STUDENTS CAN USE POW + TREE + TWA WHEN THEY TAKE A WRITING TEST THAT ASKS THEM TO WRITE AN OPINION ESSAY (RELATE TO YOUR STATE OR SCHOOL TESTING).*

### Space Travel

We learn from space travel. Space travel is very important. Earth is part of a large solar system. This solar system has our sun and many planets. People wanted to go to other planets for a long time. Scientists worked many years to go into space. Now rockets can travel away from Earth. Spaceships can even travel further than our solar system.

People who fly in rockets are called astronauts. They travel far away from Earth to study outer space. Astronauts cannot breathe in outer space. They wear space suits to get air they need. They eat special food in the rockets. They cannot eat normal food in space. Some rockets do not have astronauts. These rockets have machines that bring back information and new samples from space.

The Earth may run out of resources. Our solar system has many resources. Space travel can make it possible to get resources from space. Many people live on Earth. More people are born every second. They will need new places to live. Some people think we can make more room to live in space.

Scientists who study space travel have discovered many things. These things help us on earth. Space travel has helped create new technology. Cell phones, the internet, and cable TV are things we use that scientists who study space travel helped invent. Scientists who worked on space travel helped develop new medical approaches like an artificial heart pump. They helped invent new breathing systems for fire fighters. They even helped us learn how to keep our food safer.

Space travel also helps our economy. Space travel creates jobs. Space travel creates inventions we can sell. We spend a lot of money on space travel. The money we spend is worth it because space travel helps us in many ways.

### ***POW+TREE+TWA: LESSON # 9***

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+TREE+TWA, begin collaborative writing and gradual release of control to students, reinforce transfer

### Materials:

- Mnemonic chart
- Informational text (Space Travel Con)
- Linking words/attention getters chart
- Flash cards (*if desired*)
- Self-statements sheet
- Pencil
- Colored pencils
- Scratch paper
- Lined paper
- Rockets graphing sheet
- Different color highlighters (optional)
- Student folders

### 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 7. 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+TREE as well if needed.
- B. Ask the students if they remember why it is important to use TWA when reading an informational text. Let them (or you) give examples of how TWA can help in reading informational text when you need to write a persuasive essay.

### II IF NEEDED, RE-MODEL AND REPEAT LESSON 6 BEFORE CONTINUING HERE, USING A NEW SOURCE TEXT (with Whole Class or Small Groups).

### III Group Collaborative Writing, Teacher Leads

(Teacher Note: Review Lesson 3 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+TREE+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:
 

**PROMPT: Write an essay persuading adults that the government should stop spending money on space travel.**



*Discuss—this is the opposite view of the last essay we worked on!* Remind students: **I might agree or disagree with this, but my job is to show what I know and write a really good persuasive essay.** Additionally, have students think about their audience for this prompt. What type of hook (more formal or informal) would be appropriate for this audience?

- 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+TREE+TWA. **Briefly review the goals for writing an opinion essay** with the students. See if students can give you all of these, help as needed: Powerful opinion essays get the reader's attention and tell the reader what you believe, give at least three good reasons why, give explanations for each reason, use linking words, and have a good ending sentence. **When we have informational text, we need to use ideas from the text for reasons and explanations. We can easily give more than 3 reasons and we can give more and better explanations.** Also, good opinion essays are fun to write, fun for others to read, make sense, and may convince the reader to agree with you.
- D. How do we start? Pull as much as possible from students: Our persuasive essay assignment today is to **Write an essay persuading adults that the government should stop spending money on 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 persuade my classmates that we should stop spending money on space travel. That's P! *Throughout TWA and TREE, 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 text 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, think about my own ideas for reasons and explanations and make notes on TREE notes sheet using their ideas. *Remind students that we can think about what information from the text we want to use to support our ideas AND we can find new ideas in the text, and PEOPLE WHO SCORE WRITING TO PERSUADE TESTS WILL LOOK TO SEE IF YOU USE YOUR IDEAS AND IDEAS FROM WHAT YOU READ.* Check off step one for T on checklist. Lead students through step 2, being sure they can complete the sentence about the author's purpose: *The author wrote this text to inform/teach me about (why the government should stop spending money on space travel).* Check off T step two on the TWA monitoring 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 Rs and Es. As you highlight, note where the author provides facts. Remind students that facts can really help you convince a reader. 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 TREE! Using scratch paper organizer, makes notes for TREE. *Guide students to look back at the text several times to help make notes and to look at the notes the group made for your own ideas. Work with students to select reasons and explanations and number the reasons 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 explanations and reasons. Work with students to put your ideas into your own words. Look back at the text as needed. Encourage students to add ideas or make changes as you write (write and say more). Include a good ending (all parts of TREE).*

### III Graph This Essay

- A. Have students help you graph this essay using a rocket sheet. Discuss with students how reading an informational text has helped you all write a good persuasive essay together. Tell students you will write together again, but soon they will do this on their own.

### IV Wrap-Up

- A. Tell students that next time they will try to write out the TWA mnemonic (like above) and tell what it means.
- B. Give each student their own folder. Ask students to put their materials from the lesson in the folders. Collect folders. Tell students you will pass folders out for the next lesson.
- C. Continue to work with students who need extra support and students who need additional, more challenging goals. Check to be sure all students including struggling writers have memorized POW + TREE by now. If some have not, provide extra practice.
- D. **DISCUSS WITH STUDENTS**
1. **HOW THEY CAN USE POW + TREE + TWA AT OTHER TIMES—IN THEIR OTHER CLASSES AND OUTSIDE OF CLASS. WHO MIGHT**

***THEY WANT TO WRITE TO AND TRY TO CONVINCe THEM ABOUT SOMETHING?***

2. ***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?***
3. ***AS APPROPRIATE, DISCUSS HOW STUDENTS CAN USE POW + TREE + TWA WHEN THEY TAKE A WRITING TEST THAT ASKS THEM TO WRITE AN OPINION ESSAY (RELATE TO YOUR STATE OR SCHOOL TESTING).***
  - a. Students need to be explicitly taught that they should use the strategies in all settings that are appropriate.
  - b. If students are going to use this strategy on a state test, conduct a practice test.

**Do We Need Space Travel?**

Earth is a part of a large solar system. The solar system has the sun and many other planets in space. People have wanted to go into space for many years. Scientists worked hard to go into space. We have had a space program in our country for more than 50 years. Scientists made fast rockets for space travel. These rockets can go 7 miles in one second! They are strong and break free from gravity. Some rockets can take astronauts into space. Other rockets take machines into space to get information and bring back samples.

Now we can travel in space. But, space travel is hard and costs a lot of money. Some people say we should stop spending time and money on space travel. We have spent many billions of dollars on space travel. Building one rocket can cost more than a billion dollars. Think about what we could do with that money here on Earth. We have many problems. There are many sick children who need help. Some families do not have homes or enough food to eat. We should spend time and money helping people on Earth. We have other problems. We need to save the rainforest and stop global warming.

We will get more for our money if we explore our oceans instead of space. 90% of the ocean floor has not been studied. Studying oceans costs less money and can help us learn new things. We can learn how to make more water to drink. We can learn how to make new medicines from many sea creatures.

Some scientists say we can learn how to make it rain where and when we want it to. We need to spend our money on this. Then, we can grow more food and help people and help the Earth. We can learn how to stop global warming. There are many good reasons to stop spending time and money on space travel.

**POW+TREE+TWA: LESSON # 10**

**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 R's and E's 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 a persuasive/opinion essay after reading source text, you will need to:

- a) Practice POW+TREE+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 texts and writing essays for a writing test, there may be parts of the text 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 reasons and explanations that the informational text gives you that you will understand."
- b) Practice POW+TREE+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+TREE+TWA, collaborative writing with less teacher support until students are able to write independently using source text, *wean off highlighters* (if utilized—see teacher tips for alternative to highlighters), reinforce transfer.

**Materials:**

- Mnemonic chart
- Informational text (Orlando, Rainforests, TV Con, TV Pro)
- Linking words/attention gettersdivthreeheadtodivthreetail chart
- Flash cards (*if desired*)
- Self-statements sheet
- Rocket graphing sheet
- Pencil
- Colored Pencils
- Scratch paper
- Lined paper
- Rockets graphing sheet
- Different color highlighters (optional)

**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 persuasive writing test, they will not have highlighters. Instead of highlighters, they can underline ideas for reasons and circle ideas for explanations (or, use big capital R's and big capital E's to note ideas for reasons and explanations 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+TREE+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+TREE as well if needed.
- B. Ask the students if they remember why it is important to use TWA when reading an informational text. Let them (or you) give examples of how TWA can help in reading informational text when you need to write a persuasive essay.

**II Collaborative Writing, Wean off Teacher Support**

(Teacher note: Review Lesson 7 before teaching Lesson 8 if helpful, as steps are given briefly here.)

- A. Pass out student folders, if not already out. *If needed*, ask students to get out their POW+TREE+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.*
- B. Write this prompt on the board:  
**PROMPT: Write an essay persuading your family that visiting Orlando, FL good idea.**

*Additional prompts:*

**PROMPT: Write an essay convincing your teachers that saving the rain-forest is important.**

**PROMPT: Write an essay convincing your classmates that too much TV is bad for you.**

**PROMPT: Write an essay persuading your parents that TV can be good for you.**

Remind students: **I might agree or disagree with this, but my job is to show what I know and write a really good persuasive essay.**

- C. 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 opinion essay** with the students. See if students can give you all of these, help as needed: Powerful opinion essays get the reader's attention and tell the reader what you believe, give at least three good reasons why, give explanations for each reason, use linking words, and have a good ending sentence. **When we have informational text, we need to use ideas from the text for reasons and explanations. We can easily**

give more than 3 reasons and we can give more and better explanations. Also, good opinion essays are fun to write, fun for others to read, make sense, and may convince the reader to agree with you.

- D. As in Lesson 9, make sure students use all steps of POW+TREE+TWA, but allow students to lead (or work independently when ready) and help as needed. *Throughout TWA and TREE, encourage students to use, or help you use, self-statements as appropriate. The key points in TWA are summarized here:*

*T: 1. Think about my own ideas for reasons and explanations and make notes on scratch paper using my ideas. Remind students that PEOPLE WHO SCORE WRITING TO PERSUADE TESTS WILL LOOK TO SEE IF THEY USED THEIR IDEAS AND IDEAS FROM WHAT THEY READ.*

*T: 2. The author wrote this text to inform/teach me about \_\_\_\_\_.*

*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 Rs and Es. 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 TREE! Using scratch paper organizer, makes notes for TREE. (Look back at the text as needed to help make notes and look at the notes for your own ideas.)*

*A: 2. Select reasons and explanations and number the reasons in the order you want to use them. Remember to think about linking words.*

Students should then compose the full essay from their notes.

### III Graph This Essay and Wrap Up

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

## IV Wrap-Up

- A. Tell students that next time they will try to write out the TWA mnemonic (like above) and tell what it means.
- B. Give each student their own folder. Ask students to put their materials from the lesson in the folders. Collect folders. Tell students you will pass folders out for the next lesson.
- C. Continue to work with students who need extra support and students who need additional, more challenging goals. Check to be sure all students including struggling writers have memorized POW + TREE + TWA by now. If some have not, provide extra practice.

## Things to Do in Orlando, Florida

Orlando is a city in the state of Florida. A lot of people go to Orlando because Disney World is there. Disney World is a great park. It has rides for all ages. There are also shows during the day. Disney World has a water park too. At night, there is always a parade. There are also fireworks at night!

People visiting Orlando can go to other fun parks nearby. Visitors like Universal Studios. Universal Studios has many rides based on movies. Universal Studios also has fun shows you can watch. Sea World is also nearby. You can see ocean animals in shows there. Lego Land is also nearby. Kids can play with Legos there. There are rides and a water park too.

There are many other things to do near Orlando. There are zoos and gardens. You can take hot air balloon rides, go to an alligator show, or see a museum. There are many good museums in Orlando where you can learn a lot. The Orlando Science Center is a lot of fun and you learn a lot about science. You can even see space rockets. Dinosaur World is an outdoor museum people love.

A lot of people go to cities near Orlando to see sports. There are baseball games, football games, and car races nearby. Orlando has a pro basketball team, too! Florida's many beaches are another reason to go to Orlando. People can swim or play in the sand.

Orlando has nice weather all year. In the winter, it does not get very cold. The highs are usually above 60 degrees. In the summer, it does not get too hot. Highs are usually in the 80s. Orlando gets a lot of sun, too. There are many things to do in Orlando even when it rains. There are many indoor and outdoor things to do in Orlando.

## Rainforests

Rainforests are forests that get lots of sun and lots of rain. Many kinds of tall trees and many kinds of plants live in the rainforests. Millions of animals and



insects live in rainforests. Scientists say there may be more than a million plants and animals in the rainforest we have not discovered yet. Some people live in the rainforests too.

Rainforests are very important. They help people and the Earth in many ways. Rainforests help make rain clouds and the Earth needs rain. Rain also helps the rainforest to stay healthy. People need rain so that they have water to drink and use. Rainforests also make lots of the oxygen we have on Earth. People and animals need oxygen to live. Rainforests also help keep our air clean and healthy.

Many plants only grow in rainforests. Scientists study these plants and learn how to make new medicines people need. Over 70% of the medicines we have to fight cancer come from rainforest plants. Many more medicines people need come from rainforest plants. Scientists believe we will discover thousands of new medicines by studying rainforest plants. Many foods come from rainforest plants too, like chocolate and bananas.

Rainforests are being cut down. They use to cover 14% of the Earth's surface. Rainforests now cover only 6% of the Earth's surface. Soon we may have no rainforest at all! People cut down and sell the trees. People dig up and sell minerals from the ground. They make roads to get to the trees and minerals. Roads help people take away more and more trees. Plants and animals die. Some people lose their homes.

What will happen if we keep cutting down rainforests? When the plants are gone, we cannot find new medicines. Will we have enough rain? Will we have enough oxygen and clean air? Will foods we like be hard to get? What else can you think of that will be a problem if we keep cutting down rainforests?

### Watching tv

Kids between ages 6 and 11 watch about 28 hours of tv weekly. That is like watching a whole day of tv each week! Experts are people who study things. Experts say some kids who watch a lot of tv get lower grades. These children may have a hard time getting along with others. Experts are not sure why some kids have these problems.

Kid's brains need input from all body parts. tv only uses eyes and ears. Making crafts uses eyes and hands. Playing outside games uses legs and arms. Cooking food uses noses, eyes, and hands. Our brains learn more from actions that use many body parts. Using all of our senses helps our brain grow.

Kids learn best from people. Talking and listening is key at school and home. When watching tv, people don't talk to each other as much. Compare watching tv to reading a book together. People learn more words when they read. The book's words usually take more brainpower. People learn when they play games

together, too. It is not as helpful to sit by each other and watch TV. It is better to be active with each other.

Experts say kids who watch TV may have more trouble focusing. Their brains like a faster pace. School and real life may seem slower and boring to these kids. Also, the sounds from TV may be distracting. It can keep part of kids' brains thinking about the TV show. This can happen even when they are talking to someone else.

There are many things to do besides watching TV. Kids might play with friends. Reading books is also fun. Kids could play with toys or build things. Going outside is also nice. Kids can choose TV or something more active!

### Reasons to Watch TV

Almost all people in the US have TVs. In fact, 99% of US homes have a TV. People may own TVs because TVs can be a good learning tool. It is easy to see a faraway place on TV.

People learn a lot from TV. *Sesame Street* and *Dora the Explorer* are cartoons that help kids learn about letters and other places. Some kids like history shows. Kids can learn about famous people. Others like travel or cooking shows. Finally, people can watch sports games played in cities far from them.

TV can be very helpful. Kids can learn how to make crafts or projects. They might see someone sew. Some people on TV build with wood and metal.

Curious kids can find out how things work. On TV, kids can see how things are made. They can see how homes are repaired. Kids can even see buildings being built! They can watch airplanes, cars, or trains. They can see big trucks and cranes at work. Kids want to know more about what they learn at school. Science and other educational shows help with schoolwork.

By watching TV, children see jobs they can do when they are adults. Kids can see artists. They can see chefs and clothes designers. Kids can watch people build small or large things, too!

People can listen to new languages on TV. It is easier to learn English or Spanish when you hear people talk. Kids can read closed caption words on TV, too. This helps them learn to read. They see words and hear them at the same time.

Kids may have problems with school or friends. Friends disagree sometimes. It helps when families watch TV together. Adults and kids can talk about how to solve problems.

### III Source Text Table of Contents

1. Writing of Informational Source Text
2. Bike Helmets
3. Community Service
4. Saving Water
5. Cyber-Bullying
6. Fine Arts in Schools
7. Fit Kids
8. Libraries
9. Things to Do in Orlando, Florida
10. Owning a Pet
11. PE in Schools
12. Plastic Bags
13. Rainforests
14. Sleep
15. Smoking Cigarettes
16. Solar Energy
17. Do We Need Space Travel?
18. Space Travel
19. Teamwork
20. Watching TV
21. Reasons to Watch TV
22. Effects of Video Games
23. Video Games
24. Year Round School

\* Source Text—Source text is listed in alphabetical order based on topic. One page informational text was written to use with lessons on a variety of topics. The lesson plans specify the source text that was used when these lessons were taught during a research study. Teachers are free to pick and choose the source text they would like to use within each lesson. There are more source text topics than needed for the lessons.

#### *Writing of Informational Source Text*

We created a master list of source text topics that would be of interest for fourth and fifth graders and that had at least one distinct point of view (for example, reasons to wear bike helmets).

We wrote the text using factual information from at least three child-friendly websites. All source texts had an overall length less than one page using Times

New Roman size 16 font with single spaced paragraphs and double spaced, indented new paragraphs, which was a range of 350–375 words and 30–35 sentences per text. Source texts were written at a fourth grade reading level. The reading level was checked using the online software program, The Readability Test Tool (<http://read-able.com>). Word choice substitutions (for example, “people” for “astronauts”) were noted in drafts, along with readability scores and text sources. Each draft was edited by at least three other researchers prior to texts’ use as a probe or in instruction.

A prompt for each source text was created. The process continued until twenty-three source texts and prompts were created. Source text and corresponding prompts were assigned to either instruction or probes.

### *Bike Helmets*

Everyone is talking about bike safety these days. Why? Lots of kids ride bikes. Some kids get injured while riding bikes. Staying safe is important for all kids. It is important to use a bike helmet to stay safe.

One thing kids like to do is ride bikes. Over 10 million kids ride bikes. Kids ride bikes for fun. They also ride bikes to go places. About 13% of kids ride their bikes to school. Kids get a lot of exercise by riding bikes.

But some kids get injured while riding bikes. Every year 400,000 kids are injured when riding their bikes. About 300,000 of these kids go to the hospital. About 10,000 kids have to stay a few days in the hospital. Some kids hurt their heads and that can be very bad because the brain can be damaged.

Safety is an important part of bike riding. Kids can wear knee and elbow pads. These reduce cuts and scrapes kids get when they fall off their bike. They can also wear helmets when they ride their bike. Kids do not always wear helmets when they ride a bike. At one school, only 45% of kids who rode bikes wore a helmet. In the U.S., only 43% of kids wear helmets most of the time. Many kids say they would wear helmets if they looked better. Kids need to know that it is more important to protect your brain than it is to look good.

Bike helmets are really important to prevent injuries and hospital visits. Wearing a bike helmet can reduce 8 out of 10 head injuries. Helmets are made with strong foam and plastic that protects the brain. The helmet must fit well around the head and chin. Helmets are not very expensive. Bike helmets can cost less than \$20 at a toy store or any other store. Some families don’t have money to buy a helmet. Local groups like the YMCA will donate helmets for kids.

### *Community Service*

Volunteering is a way people spend their time. Volunteering is helping people without getting anything in return. Volunteering is often called community service. An example could be a coach or troop leader. There are many ways kids can help too. Kids can lend a helping hand for things they care about. Anyone can do a kind act. Community service can help make the world better.

Kids can serve in many ways. One way is by gathering goods. An example is collecting food for hungry people. Another idea is a clothing drive. Children can also give their time. A kid could visit the elderly. Reading to someone younger is another caring act. A third way to assist is through the earth. Kids can clean trash in a park. Planting trees or flowers is also nice.

Community service is good for volunteers. Many people make new friends while helping. This makes service fun. Many people feel good about themselves when doing kind acts. This is because they show that they care. Helping can make people happy about their life too. For example, a person could assist the homeless. The person then may feel more thankful for their home.

When planning service, think about what you like. You can ask your parents for ideas. You also need to know when you have time. If you are nervous, volunteer with your parents. You could also serve with a friend. Creating your own projects is another idea. Once you have a plan, share it with an adult.

Be ready when you volunteer. Listen to any directions you are given. Make sure to pack supplies you need. Also, bring snacks and water. Volunteering can be hard work. Take a break if you need to. In the end, remember to have fun!

### *Saving Water*

Everyone is talking about saving water these days. Why? Water is used a lot by human beings. Only a small amount of water on earth is useful for us. Every day the population of earth increases. It is important to save water.

People, animals, and plants need water to stay alive. We use water for almost everything we do. Water is used to grow food. Water is used to put out fires. Water from rivers is used to make electricity. People use water to shower. Washing a car takes 150 gallons of water. It takes 13 gallons of water to make a gallon of gasoline. Flying 700 miles on an airplane uses more than 9000 gallons of water. It takes a lot of water to raise a cow so that we can have hamburgers. A family in the United States uses about 400 gallons of water a day.

Most of the earth is covered by water, but only 1% of the water on earth can be used by people. The rest is salt water or water frozen in ice. We can't drink this water. We can't wash with it. We can't use it to grow food.

The number of people living on our world keeps growing daily. Today there are about 7 billion people living on earth. By the year 2020 the population on

earth may be 8 billion. We need to think about how to make our water last so that we do not run out of water someday.

There are many things we can do to conserve water. We can take shorter showers. Don't take baths very often, because baths use more water than showers. Do not leave water running when you brush your teeth. Nearly 22% of water used at home comes from washing clothes. We often use more water than needed to wash a small load of clothes. People can use a bucket of water to wash their cars or bikes instead of using the hose.

### *Cyber-Bullying*

Kids like to be social. Kids can have friends at school. They like to stay in touch with friends after school. They can talk to their friends on the phone. They can also talk online. Many kids talk through social media. Lots of kids like to be social online.

Once in a while kids fight with their friends. This can happen when they disagree. It can also occur when kids do not like one another. Some kids have people they don't get along with. Fights are not just in school halls.

Online bullying is when a child is teased online. This is often called cyber-bullying. Some kids write and post cruel things about other kids. The things kids say may not even be true. Kids might write things they would not say face-to-face. These messages are hurtful. This bullying is very bad.

Kids who are bullied can be very sad. Most of them do not tell adults. About half of all kids have been bullied online. Many kids have been bullied more than once. 81% of kids think it is easier to get away with online bullying.

Kids may show signs that they are being cyber-bullied. Bullied children may appear sad. Some bullied children don't want to go to school. Some kids start to get bad grades. Others say that they have no friends. Many are in a bad mood after using the computer.

Children who are the bullies show a lot of anger. Some bullies want to get revenge. Kids who are bully want to get a reaction. In person bullying can occur during school. But, online bullies do hurtful things after school. Cyber-bullying impacts many kids' lives.

### *Fine Arts in Schools*

Most people believe art, music, and drama in school are good. But others do not agree. These people think math, science, and reading are better. Art, music, and drama are called fine arts classes. Fine arts classes help kids learn. Fine arts help kids be creative. It is good for kids to show who they are through art, music, and drama.

All forms of art help our brains grow. Art can teach kids about colors and shapes. Art can calm kids down. School work can be tough. Music can help us

relax. Kids can learn about math and science through music. Music teaches people how to listen. Drama teaches students speech skills. Kids can learn to speak in front of large groups.

Children can also learn about history through fine arts. Fine arts classes are ways for kids to learn about other cultures. Many groups have their own style. Cultures use a variety of items to make art. They also use several types of instruments. People often share their history through drama. Learning about the art, music, and drama can give kids a deeper knowledge of cultures.

All people have special talents. Some kids are great at art. They should have the chance to learn about art in school. When making art, kids move their hands. This is done when painting or drawing. These skills help children with writing. Art helps kids' visual skills. This can be done by making things out of clay.

Art and music make people happy. It's fun to think of new ideas. Kids like working with each other. Children who study art get better grades. Kids who take fine arts miss less school. Kids who take music and drama classes do better in math and reading. They are not bored at school. Fine arts are as great as other classes.

### *Fit Kids*

Everyone is talking about fit kids these days. Why? We know exercise makes the brain and body work well. So does eating healthy foods. Your energy level is higher when you eat well and exercise. This makes your muscles and bones stronger too. It is also important to stay at a healthy weight to be a fit kid.

Kids need 60 minutes of physical activity each day. About 66% of kids do not get this much exercise. They spend 12 hours a day watching television, on the computer, or playing video games. Kids do not play outside very much. Almost three out of every five kids spend less than four days a week playing outside.

Kids can get exercise by walking, riding a bike, running, and playing games. They can also dance or walk a dog. Kids can get exercise during recess at school. They can also exercise with their family. Playing sports is a good form of exercise. There are lots of different sports to choose from. There are lots of ways to get fit!

Many kids in the U.S. do not eat enough of the foods that are good for them. You should eat different kinds of healthy food each day. This includes two to three ounces of whole grains. Doctors suggest kids should eat five cups of fruits and vegetables a day. Only 20% of children eat this much whole grains, fruits, and vegetables. Kids need to eat protein each day. Protein helps kids grow and be healthy.

Sometimes kids eat too much food. Eating too much can make you feel stuffed. Eating too much food can also make you gain weight. So can eating too much junk food. Nearly one-third of children in the U.S. eat fast food every day. Sugar is very common in what they eat. Kids drink more soda each day than milk. Milk and water are much better for kids than soda. Soda can make kids gain weight too.

### *Libraries*

What would it be like with no libraries? Many people think we do not need libraries. They say everything is online. People forget that libraries are important to a town or city. The first library was built many years ago. Its books were made of clay. After that books were made of paper. The first paper books were written by hand. Libraries are good for us all.

Libraries help people learn to read. They help people keep reading. But now libraries have paper books, online books, music, movies, and more! People can borrow these things to take home. Then they must return them to the library. Then other people can borrow them. You do not need to buy these things from the store.

All people in a town or city can go to the library. There is a lot to do at a library. People read stories out loud. People listen to the stories. Some people do not have computers at home. People come to use computers. Others want to sit and read. Other places can be loud. Libraries are usually quiet. It can be nice to be in a quiet place.

Libraries are also places to learn new things. Classes are offered at many libraries. There are classes on learning English. There are classes on finding a job. Libraries can help you learn when you are not in school. Libraries are different than schools. People there do not tell you what to do. They do not test you. They want you to enjoy a book, movie, or music. Then they want you to return it.

Libraries have many online books! Some people do not know this. Did you know that one library has an online book that costs \$7000? Libraries can buy books or materials that most people cannot buy. Libraries are an important part of a city or town.

### *Things to Do in Orlando, Florida*

Orlando is a city in the state of Florida. A lot of people go to Orlando because Disney World is there. Disney World is a great park. It has rides for all ages. There are also shows during the day. Disney World has a water park too. At night, there is always a parade. There are also fireworks at night!

People visiting Orlando can go to other fun parks nearby. Visitors like Universal Studios. Universal Studios has many rides based on movies. Universal



Studios also has fun shows you can watch. Sea World is also nearby. You can see ocean animals in shows there. Lego Land is also nearby. Kids can play with Legos there. There are rides and a water park too.

There are many other things to do near Orlando. There are zoos and gardens. You can take hot air balloon rides, go to an alligator show, or see a museum. There are many good museums in Orlando where you can learn a lot. The Orlando Science Center is a lot of fun and you learn a lot about science. You can even see space rockets. Dinosaur World is an outdoor museum people love.

A lot of people go to cities near Orlando to see sports. There are baseball games, football games, and car races nearby. Orlando has a pro basketball team, too! Florida's many beaches are another reason to go to Orlando. People can swim or play in the sand.

Orlando has nice weather all year. In the winter, it does not get very cold. The highs are usually above 60 degrees. In the summer, it does not get too hot. Highs are usually in the 80s. Orlando gets a lot of sun, too. There are many things to do in Orlando even when it rains. There are many indoor and outdoor things to do in Orlando.

### *Owning a Pet*

Many families own pets. Pets can help children in many ways. Animals can calm people down. Pets can help children feel safe. A dog or cat can even help kids relax. Pets do not judge people or give orders. Most pets are very loyal to their owners.

Children love to play. Animals like to play too. Children and pets can play together. A fun game played with a dog is fetch. When playing with pets, kids learn to treat them with care. Children should be kind to animals. Pets teach children to be gentle. Pets can teach kids respect for living things.

Parents buy pets to teach life skills to children. Kids learn from taking care of their pets. Kids might have chores like feeding the pet. Kids can also groom their pet. Some children help more around the house when they own a pet. Kids often get better grades when they are pet owners.

Pets need to be trained. People also need to spend time with their pets. Training a dog to do a trick is fun. It can teach kids about never giving up. Seeing a furry friend succeed is great. Pets need to be taught about house rules. Some owners do not want pets eating human food. Children can help by not feeding pets from the table.

Pets are also nice companions. Exercising together is good for both children and their pets. Older children may be in charge of taking a pet for a walk. Children often talk to their pets. Children may be nervous to read out loud to

friends or family. These kids may like reading to a pet instead. It is usually less stressful to read to a dog. The dog will not care if a child reads slowly. Kids might make mistakes while reading to a pet. The dog will be happy anyway.

### *PE in Schools*

Many kids love PE in school! PE is physical education. In PE, kids learn about sports. Sports are fun. PE has many benefits. Many healthy adults started good habits as kids. PE is a favorite part of school for lots of reasons.

PE helps kids in other classes. This is because they are moving around in PE. Activity helps move blood which carries oxygen through the body. That makes it easier to think. Then, the teacher makes more sense. It is also easier to think about school work. Kids can focus on problems. They can understand more in class.

Kids learn to play sports in PE. They learn rules for well-known games. They also get to play as part of a team. Kids learn to take turns. They get to cheer for others. PE teachers encourage kids to do their best. That helps kids be happy when they try hard. Kids learn it is not just about winning. Students can become friends when on the same team. Teams can set goals. Then they can work together to reach their goals.

Field day is popular at many schools. On field day, students compete in many games. They run. Kids see who can throw a ball the farthest. They see who can jump the highest. Adults usually keep score during field day. Field day is fun for adults and children! School events help adults and kids stay active together. Other school events raise money through PE. They use help groups, like Jump Rope for Heart. PE teachers often organize these events. PE teachers also help kids practice during PE class. That helps kids set and reach goals, too.

Many kids learn sports in groups after school. Not all kids can do this. Some kids play musical instruments. Others like art. Those kids have music or art lessons after school. They do not have time to play sports too. At school, all kids participate in PE. That means all kids have the chance to learn sports in PE.

### *Plastic Bags*

Many cities have placed a ban on plastic bags. This means stores cannot give customers plastic bags. Instead they must use paper bags. Shoppers can also bring their own bags. This is because plastic bags are harmful.

The first way plastic bags are bad is that they create litter. Some people toss their plastic bags outside. Many bags also blow away in the wind. As a result, bags end up as trash in parks, streets, and water. This makes the place we go dirty.

Also, plastic bags hurt animals. Many animals eat plastic bags by mistake because they think the bags are food. This causes animals to die. It can happen to animals on land and in water. Animals can get tangled in plastic bags. This could cause animals to drown or birds not to fly.

Plastic bags are also harmful because they do not break down. This means they stay on earth forever. Millions of plastic bags are used in the U.S. each year. The plastic bags fill up landfills. Some people try to burn plastic bags. This puts bad smoke in the air. Instead bags could be made from items that will break down. This means they will become a safe part of the Earth.

Finally, plastic bags are made using oil which is an important energy source. Using oil costs a lot of money. This is because it cannot be renewed. Using this resource is lowering the amount left on Earth.

There are ways to cut the amount of plastic bags on Earth. One way is to use a cloth bag when shopping. This is used to carry the items you buy. If you already have plastic bags, you can recycle them. This can be done by using them to hold garbage.

### *Rainforests*

Rainforests are forests that get lots of sun and lots of rain. Many kinds of tall trees and many kinds of plants live in the rainforests. Millions of animals and insects live in rainforests. Scientists say there may be more than a million plants and animals in the rainforest we have not discovered yet. Some people live in the rainforests too.

Rainforests are very important. They help people and the Earth in many ways. Rainforests help make rain clouds and the Earth needs rain. Rain also helps the rainforest to stay healthy. People need rain so that they have water to drink and use. Rainforests also make lots of the oxygen we have on Earth. People and animals need oxygen to live. Rainforests also help keep our air clean and healthy.

Many plants only grow in rainforests. Scientists study these plants and learn how to make new medicines people need. Over 70% of the medicines we have to fight cancer come from rainforest plants. Many more medicines people need come from rainforest plants. Scientists believe we will discover thousands of new medicines by studying rainforest plants. Many foods come from rainforest plants too, like chocolate and bananas.

Rainforests are being cut down. They use to cover 14% of the Earth's surface. Rainforests now cover only 6% of the Earth's surface. Soon we may have no rainforest at all! People cut down and sell the trees. People dig up and sell minerals from the ground. They make roads to get to the trees and minerals. Roads help people take away more and more trees. Plants and animals die. Some people lose their homes.

What will happen if we keep cutting down rainforests? When the plants are gone, we cannot find new medicines. Will we have enough rain? Will we have enough oxygen and clean air? Will foods we like be hard to get? What else can you think of that will be a problem if we keep cutting down rainforests?

### *Sleep*

All people must sleep. Without sleep our bodies get tired. Then we can easily become angry, hurt, or sick. Sleep is good for people's health. Some people are busy and do not get enough sleep. Some people just want to stay up late. But, we all need enough sleep to be healthy and happy.

People need different amounts of sleep. New babies need the most sleep of all. They sleep 16 hours each day. Babies must take many naps. Doctors say kids need about 10 hours of sleep a night. Kids sleep more than adults. Adults need about 8 hours of sleep a night. Enough sleep is good for all people.

We do not know why sleep is so good for us. Some doctors believe sleep lets people rest and dream. Rest is good for a person's body and mind. Restful sleep helps people to live longer. People who get enough sleep can fight sickness better. Students who sleep more usually have better grades. Rested people play sports better.

Without enough sleep bad things can happen. Tired drivers have more car accidents. Tired kids do not remember things well. They may have trouble paying attention. They may get upset easily. Tired people also have more stress.

Some things can help you sleep. Caffeine and sugar in soda can keep you up at night. Drink less soda to sleep better. Eating too much right before going to bed is bad for sleep. Exercising in the day can help you sleep at night. A warm bath can make sleeping easier. Some people sleep better when it is very dark. They turn out all the lights for better sleep. Many things help you sleep. You need good sleep. Sleep more and you can do more!

### *Smoking Cigarettes*

Most people know that smoking cigarettes is bad for us. It is not a good idea to do something that can hurt you. Smoking can hurt you. It can hurt other people too. Most of us do not like to smell smoke. It is hard to breathe around smoke. Being around smoke can make you sick. This is really sad for babies and children. Smoking can make people stay away from you.

Smoking costs a lot of money. It costs a lot of money to buy a pack of cigarettes. People who smoke a lot spend lots of money. They should save their money for good things. Smoking can cause poor health. Smokers then have to pay for more trips to the doctor. If you smoke, you may have an empty wallet.

People who smoke can have many health problems. Many smokers can't breathe well. Smoking is bad for their lungs. It makes them cough a lot. Smoking can cause cancer. It can cause heart problems, too. Smoking is bad for your eyes as well. Smoking causes bad breath. Smokers also get yellow teeth. Doctors say that smoking can shorten your life by 10 years or more!

In the past, a lot of people smoked. There used to be smoking ads on TV. Today fewer people smoke. There are less ads for smoking on TV. Now we know smoking is a hard habit to break. Once you start, it is very hard to stop. It is so much better to never start smoking. Then you don't have a problem.

Some kids may start smoking just because they're curious. Others may think it is cool. Kids might have friends who smoke. Some kids think smoking makes them look like an adult. Smoking is one of the worst things kids or adults can do to their bodies. There is no good reason to start smoking!

### *Solar Energy*

In the U.S., more than 10,000 homes are run by solar energy. Light, heat, and energy that come from the sun is solar energy. People have used energy from the sun for many years. People first used it to create fire. There are two ways solar energy can be used today. It is used for making heat and for making electricity.

Solar energy can heat homes. This is done using a flat plate collector. The plates take in sunlight and use it to heat air or water. The heat from the sun then travels through a building's pipes. The unused energy is stored in big batteries. Saved energy can be used at night.

The second kind makes electricity. This is possible through the use of solar panels. These are often found on the roofs of buildings. On top of roofs, they get energy from the sun. Solar electricity plants are found in areas that are hot and dry. The world's largest solar power plant is in California.

There are pros and cons to solar energy. Solar energy uses the unlimited supply of sunlight which is good. Other forms of energy use coal or gas. There is a limited supply of those on Earth. Also no pollution is created by using energy from the sun. However, solar energy costs a lot of money because of the machines needed. It can also be hard to switch to a new form of energy.

Most of the power in the United States is made using coal or gas. This is because of the high price of solar energy. Energy from the sun could be used more often. People would need to use less energy for this to happen. It can be done by turning off the TV when you are not watching it. You could also hang dry your clothes. Overall, solar energy can make a difference in the world.

### *Do We Need Space Travel?*

Earth is a part of a large solar system. The solar system has the sun and many other planets in space. People have wanted to go into space for many years. Scientists worked hard to go into space. We have had a space program in our country for more than 50 years. Scientists made fast rockets for space travel. These rockets can go 7 miles in one second! They are strong and break free from gravity. Some rockets can take astronauts into space. Other rockets take machines into space to get information and bring back samples.

Now we can travel in space. But, space travel is hard and costs a lot of money. Some people say we should stop spending time and money on space travel. We have spent many billions of dollars on space travel. Building one rocket can cost more than a billion dollars. Think about what we could do with that money here on Earth. We have many problems. There are many sick children who need help. Some families do not have homes or enough food to eat. We should spend time and money helping people on Earth. We have other problems. We need to save the rainforest and stop global warming.

We will get more for our money if we explore our oceans instead of space. 90% of the ocean floor has not been studied. Studying oceans costs less money and can help us learn new things. We can learn how to make more water to drink. We can learn how to make new medicines from many sea creatures.

Some scientists say we can learn how to make it rain where and when we want it to. We need to spend our money on this. Then, we can grow more food and help people and help the Earth. We can learn how to stop global warming. There are many good reasons to stop spending time and money on space travel.

### *Space Travel*

We learn from space travel. Space travel is very important. Earth is part of a large solar system. This solar system has our sun and many planets. People wanted to go to other planets for a long time. Scientists worked many years to go into space. Now rockets can travel away from Earth. Spaceships can even travel further than our solar system.

People who fly in rockets are called astronauts. They travel far away from Earth to study outer space. Astronauts cannot breathe in outer space. They wear space suits to get air they need. They eat special food in the rockets. They cannot eat normal food in space. Some rockets do not have astronauts. These rockets have machines that bring back information and new samples from space.

The Earth may run out of resources. Our solar system has many resources. Space travel can make it possible to get resources from space. Many people live

on Earth. More people are born every second. They will need new places to live. Some people think we can make more room to live in space.

Scientists who study space travel have discovered many things. These things help us on earth. Space travel has helped create new technology. Cell phones, the internet, and cable tv are things we use that scientists who study space travel helped invent. Scientists who worked on space travel helped develop new medical approaches like an artificial heart pump. They helped invent new breathing systems for fire fighters. They even helped us learn how to keep our food safer.

Space travel also helps our economy. Space travel creates jobs. Space travel creates inventions we can sell. We spend a lot of money on space travel. The money we spend is worth it because space travel helps us in many ways.

### *Teamwork*

Teamwork is people working together. Teams can work together in sports, home, and school. Teamwork is very good. Life can be hard. Working in teams makes life easier. People on teams feel better. Teams speed up work. Together we can learn and do more than one person. This makes the world better.

Teams are good for people. Joining a team can help you meet new kids. Teams may think in new ways. Team members can listen to each other's ideas. Some ideas may solve problems. Teams solve more problems together. A team member may own helpful books or tools they can share. Then other members do not have to buy these helpful things. Teamwork can save money!

Teams share work. Kids can split up chores at home or school. Each kid can do a chore. The stronger kid can lift heavy trash bags. The smaller kid can clean under the beds. This makes chores easy. Soon chores are done. Teams also split the work in sports, like soccer. The faster kids can run more. Bigger kids can protect the goal. The best working team wins.

People make new friends on teams. This makes teamwork fun. Team members may not get lonely. They have each other. Many people on teams feel good about themselves. This is because strong teams build care and respect. If a person is down, team members can cheer that member up. Being helped makes a person want to return the kindness. This is at the heart of teamwork. Being part of a team can make a person happier.

How can you be part of a team? Watch out for teams you want to join. Know your strengths. Ask if they need your skills. It is important to be a team player. At times, working together is hard. Stick with it, and your team will grow. Be good to your team, and they will be good to you.

### *Watching TV*

Kids between ages 6 and 11 watch about 28 hours of TV weekly. That is like watching a whole day of TV each week! Experts are people who study things. Experts say some kids who watch a lot of TV get lower grades. These children may have a hard time getting along with others. Experts are not sure why some kids have these problems.

Kid's brains need input from all body parts. TV only uses eyes and ears. Making crafts uses eyes and hands. Playing outside games uses legs and arms. Cooking food uses noses, eyes, and hands. Our brains learn more from actions that use many body parts. Using all of our senses helps our brain grow.

Kids learn best from people. Talking and listening is key at school and home. When watching TV, people don't talk to each other as much. Compare watching TV to reading a book together. People learn more words when they read. The book's words usually take more brainpower. People learn when they play games together, too. It is not as helpful to sit by each other and watch TV. It is better to be active with each other.

Experts say kids who watch TV may have more trouble focusing. Their brains like a faster pace. School and real life may seem slower and boring to these kids. Also, the sounds from TV may be distracting. It can keep part of kids' brains thinking about the TV show. This can happen even when they are talking to someone else.

There are many things to do besides watching TV. Kids might play with friends. Reading books is also fun. Kids could play with toys or build things. Going outside is also nice. Kids can choose TV or something more active!

### *Reasons to Watch TV*

Almost all people in the US have TVs. In fact, 99% of US homes have a TV. People may own TVs because TVs can be a good learning tool. It is easy to see a faraway place on TV.

People learn a lot from TV. *Sesame Street* and *Dora the Explorer* are cartoons that help kids learn about letters and other places. Some kids like history shows. Kids can learn about famous people. Others like travel or cooking shows. Finally, people can watch sports games played in cities far from them.

TV can be very helpful. Kids can learn how to make crafts or projects. They might see someone sew. Some people on TV build with wood and metal.

Curious kids can find out how things work. On TV, kids can see how things are made. They can see how homes are repaired. Kids can even see buildings being built! They can watch airplanes, cars, or trains. They can see big trucks and cranes at work. Kids want to know more about what they learn at school. Science and other educational shows help with schoolwork.



By watching TV, children see jobs they can do when they are adults. Kids can see artists. They can see chefs and clothes designers. Kids can watch people build small or large things, too!

People can listen to new languages on TV. It is easier to learn English or Spanish when you hear people talk. Kids can read closed caption words on TV, too. This helps them learn to read. They see words and hear them at the same time.

Kids may have problems with school or friends. Friends disagree sometimes. It helps when families watch TV together. Adults and kids can talk about how to solve problems.

### *Effects of Video Games*

Video games are played all over the world. Almost all children play video games. The average school age child spends over 37 hours a week in front of a screen. Screen time can be video games, TV, DVDs, or computers. Kids really should not spend more than two hours per day in front of all screens.

When kids play video games, they sit around. This means they exercise less. Some kids even play games for too many hours every day. These kids don't play outside. Their bodies need to move. Children who play a lot of video games can get sick. Kids playing video games usually eat while they play. They also do not always eat healthy food. These kids are not on the school playground or outside at the park. Video games are usually played alone. Children may feel lonelier than other kids who play with friends.

Some people think video games are bad. There are different kinds of fighting on TV. Some games have violence, too. Some kids get angry after playing a video game. Games can make kids confused. Video games may cause kids to feel very sad.

Playing video games for long hours can damage children's sleep. If kids don't sleep enough, they are grumpy. Kids also get sick more when they don't sleep well. Some kids have back and arm pains from playing video games. They sit still for too long. Watching a screen for long periods can also cause eye problems.

Some children develop a video game habit. Sometimes playing games too much makes kids crave more time to play the games. This can be very bad. Video games are very popular. Many kids have games at home. Video games can change your brain. Some of these brain changes are not good.

### *Video Games*

Playing video games can be fun! Video games are very popular. Many kids have video games. Some kids spend a lot of time playing video games. Kids should

not spend too much time playing video games. But, playing video games can be a good thing if you don't overdo it. Playing games builds thinking skills. It takes a lot of focus to play a video game. Kids pay close attention in a video game. Kids also learn patience playing games. Patience helps in other areas of life. Focus and patience also help in school.

Some games help with school. There are games about times in history. Players can act out roles from the past in these video games. Some games have math problems. Games can be good learning tools. Kids can learn to solve problems. Players must plan moves. They have to think about problems. They have to make good choices. Also, some video games help with reading. Video games can make learning fun.

Video games also help with hand-eye coordination. That means eyes and hands work together. Eyes see something on the screen. Hands react. That may help with sports. It may help with hobbies like crafts, too. Some games let kids shop. They can buy and sell things with fake money. In these games kids have to budget, or plan what to spend. That means kids cannot spend more money than they have. They also want to buy items at a fair price. Spending money in a game teaches kids about value. That helps kids learn about money in real life.

Video games teach kids how to set goals. Players learn about setting goals. Kids can try to reach their goals in games. Sometimes kids do not reach their goals. They learn not to give up. Kids learn it is important to keep trying.

### *Year Round Schools*

A school year must have 180 days of classes. Each school chooses when to have classes. Many schools have classes for many months. They have only short breaks during these months. Then these schools have a long summer vacation. Most schools are like this today.

There is a new idea called year round school. Year round schools have classes for nine weeks. After that kids have a long break from school. The break lasts three or four weeks. Then year round schools have classes again. This happens all year. Students in year round schools have classes for 180 days. School breaks happen more often.

Students in year round schools still get a good summer break. This is fun because kids can play. They can see friends who go to other schools. It is also nice to relax in the summer. Kids can do things they enjoy. They can still play summer sports. Some kids go to camp. When children are older, they can still get a summer job.

Many students like year round school. They feel it helps them learn. Kids can easily forget what they learned over a long summer break. A shorter summer

break helps with memory. Giving many breaks keeps students refreshed. It helps students stay excited about school. Students also like the break from studying. They have less stress. This can help them focus on school work.

Many teachers also like year round school. Teachers say the breaks give them time to plan better lessons. This can make class more exciting. These teachers also say they have less stress with your round school. They also say their students learn more and this makes them happy.

Parents also enjoy year round school. They can take kids on trips during fall and spring breaks. Most kids are in school at this time. A family can go to places like Disney World when it is less busy. Parents also like shorter summer breaks. It is easier to find things to do for a shorter summer break. Year round school is exciting!

#### iv Fidelity Table of Contents

1. POW + TREE, Introduction to Strategies: LESSON # 1
2. POW + TREE, Identifying Parts of TREE in a Sample Essay: LESSON # 2
3. POW + TREE, Revise a Poor Essay: LESSON # 3
4. POW + TREE, Model Making Notes Using TREE and Self-Statements: LESSON # 4
5. POW + TREE, Group Collaborative Writing: LESSON # 5
6. POW + TREE, Revise a Poor Essay and Prior Performance: LESSON # 6
7. POW + TREE + TWA, Introduce TWA: LESSON # 7
8. POW + TREE + TWA, Model Using TWA and Self-Statements: LESSON # 8
9. POW + TREE + TWA, Collaborative Writing Using POW + TREE + TWA: LESSON # 9
10. POW + TREE + TWA, Working Towards Independent Performance: LESSON # 10

\* Fidelity—One page checklists that were used when teachers in the research study were being observed to ensure a close adherence to the main components of the lesson plans. Teachers can use these to help develop their own lesson plans or as a reference to the essential parts of each lesson.

Observer: \_\_\_\_\_

Date: \_\_\_\_\_

**POW + TREE: LESSON # 1**

- \_\_\_ 1. Introduce POW—a trick good writers use, for many things they write.
- \_\_\_ 2. Go over parts of POW, discuss each.
- \_\_\_ 3. Describe and discuss the concept of notes. Emphasize that a good way to remember POW is to remember that it gives them POWer for everything they write.
- \_\_\_ 4. Practice POW
- \_\_\_ 5. Discuss Opinion Essays and what it means to persuade.
- \_\_\_ 6. Discuss writing a powerful opinion essay: gets the reader’s attention and tells the reader what you believe, gives the reader at least 3 good reasons why you believe it, gives explanations for each reasons, and has a good ending sentence that sums up your reasons. You want to try to convince the reader to agree with you. A good opinion essay is fun to write and fun to read.
- \_\_\_ 7. We will learn a trick for remembering the parts when we write a story; helps us organize our notes. Introduce TREE.
- \_\_\_ 8. Discuss each part of TREE and how it relates to a tree.
- \_\_\_ 9. Practice TREE.
- \_\_\_ 10. Find TREE parts in essay and make notes on graphic organizer.
- \_\_\_ 11. Count up all the parts—a good persuasive essay has at least 8 parts!
- \_\_\_ 12. Explain linking words, give out linking word chart. Find linking words in this essay.
- \_\_\_ 13. Lesson Wrap Up—“test” next time

# of steps completed      ratio:  
# of steps possible

Notes:

Observer: \_\_\_\_\_

Date: \_\_\_\_\_

**POW + TREE: LESSON # 2**

- \_\_\_ 1. Test (and practice) POW and TREE. Review aspects of a powerful opinion essay.
- \_\_\_ 2. Find each part of TREE in model essay. Teacher models making notes on graphic organizer.

- \_\_\_ 3. Examine and discuss the parts, count and make sure they are all there. A good essay has at least 8 parts.
- \_\_\_ 4. Review and find linking words in essay. Add words to individual linking word lists.
- \_\_\_ 5. Lesson Wrap Up

# of steps completed      ratio:  
# of steps possible

Notes:

Observer: \_\_\_\_\_

Date: \_\_\_\_\_

***POW + TREE: LESSON # 3***

- \_\_\_ 1. Test POW & TREE. Review aspects of a powerful opinion essay.
- \_\_\_ 2. Find each part of TREE in a poor essay—this essay has reasons that do not make sense or are not very good, poor or missing linking words, and a poor ending. Come up with other or better reasons, linking words, and ending; make notes on graphic organizer.
- \_\_\_ 3. Rewrite essay together with students help using new reasons, linking words, and ending.
- \_\_\_ 4. Examine the parts, count and make sure they are all there: 8 parts! (Can be more than 8 if you added extra reasons.)
- \_\_\_ 5. Review and find linking words.
- \_\_\_ 6. Lesson Wrap Up

# of steps completed      ratio:  
# of steps possible

Notes:

Observer: \_\_\_\_\_

Date: \_\_\_\_\_

***POW + TREE: LESSON # 4***

- \_\_\_ 1. Test POW & TREE.
- \_\_\_ 2. Find TREE in 1–2 more essays; Think of other or better reasons; Teacher models making notes on graphic organizer. Students can help. NOTE:

ONE AND TWO PARAGRAPH ESSAYS ARE AVAILABLE FOR THIS LESSON. Examine the parts, count and make sure they are all there: 8 or more! Find linking words, discuss alternative linking words, add to list if desired.

- \_\_\_ 3. Model and discuss using self-statements for “P” in POW.
- \_\_\_ 4. Discuss using “O” in POW; review TREE graphic organizer for O
- \_\_\_ 5. Model making notes on graphic organizer for new prompt for all parts of TREE, students may help. Model making sure you have notes for all 8 parts (or more).
- \_\_\_ 6. Model making notes for linking words.
- \_\_\_ 7. Model “W” in POW—writing the opinion essay from your notes. Use self-statements (problem definition, planning, self-evaluation, checking for all parts, self-reinforcing, coping and/or being creative). Change or improve at least one reason or explanation as you write.
- \_\_\_ 8. Students fill in personal self-statement sheets.
- \_\_\_ 9. Count parts of story and graph this story using rocket. Use star for each linking word.
- \_\_\_ 10. Lesson Wrap-Up

# of steps completed      ratio:  
# of steps possible

Notes:

Observer: \_\_\_\_\_

Date: \_\_\_\_\_

**POW + TREE: LESSON # 5**

- \_\_\_ 1. Test POW + TREE. Review. Prepare to wean off graphic organizer. Students write mnemonic on scratch paper with POW across top and TREE down the side.
- \_\_\_ 2. IF NEEDED: Find TREE in 1–2 more essays, Think of other or better reasons and linking words. Teacher models making notes on graphic organizer. Examine the parts, count and make sure they are all there. NOTE: One and two paragraph essays are available for this lesson.
- \_\_\_ 3. Collaborative writing, teacher leads. Do each step of POW + TREE. Use self-statements. Students do as much as possible.
- \_\_\_ 4. Count all parts—8 or more; Graph essay on rocket; star for each linking word and extra reason.
- \_\_\_ 5. Lesson Wrap Up

# of steps completed      ratio:  
# of steps possible

Notes:

Observer: \_\_\_\_\_

Date: \_\_\_\_\_

***POW + TREE: LESSON # 6***

- \_\_\_ 1. Test POW + TREE. Continue to wean off graphic organizer. Students write mnemonic on scratch paper with POW across top and TREE down the side.
- \_\_\_ 2. IF NEEDED: Analyze and revise another poor essay. Think of other or better reasons and linking words. Teacher models making notes on graphic organizer. Examine the parts, count and make sure they are all there.
- \_\_\_ 3. Establish prior performance. (Tell students not to worry if they don't have all parts, lets see how the "tricks" are helping us.) Help students count parts as needed. *Have students graph this number on a rocket chart they will use for the next essays they write.*
- \_\_\_ 4. Set a goal to continue writing better papers and to have at least 8 parts. Review elements of powerful persuasive essays.
- \_\_\_ 5. Lesson Wrap Up. *BEGIN DISCUSSING WITH STUDENTS HOW THEY CAN USE POW + TREE AT OTHER TIMES THAN IN CLASS. AS APPROPRIATE, DISCUSS HOW STUDENTS CAN USE POW + TREE WHEN THEY TAKE A WRITING TEST THAT ASKS THEM TO WRITE AN OPINION ESSAY (RELATE TO STATE OR SCHOOL TESTING).*

# of steps completed      ratio:  
# of steps possible

Notes:

Observer: \_\_\_\_\_

Date: \_\_\_\_\_

**POW + TREE + TWA: LESSON # 7**

- \_\_\_ 1. Review POW+TREE.
- \_\_\_ 2. Informational text gives information about a topic and but does not always include one standpoint. Trick for reading informational text is TWA (to add to tricks, POW+TREE).
- \_\_\_ 3. Introduce TWA. Show and discuss TWA mnemonic as a strategy to use before, during, and after reading to better understand text.
- \_\_\_ 4. Think Before Reading (using the two steps in T). 1. Discuss “Think about author’s purpose.” / 2. Discuss “Think about your own ideas for reasons and explanations.”
- \_\_\_ 5. While Reading (using the two steps in W). 1. Discuss “Think about reading speed.” / 2. Discuss “Reread and mark Rs and Es.”
- \_\_\_ 6. After Reading. 1. Discuss “Think about what will persuade your reader” / 2. Discuss “Make notes for reasons and explanations you will write about.”
- \_\_\_ 7. Explain use of POW+TREE+TWA when we use informational text to write persuasive essays.
- \_\_\_ 8. On scratch paper, practice writing POW and TREE.
- \_\_\_ 9. Write out TWA mnemonic on the scratch paper (with each letter followed by two spaces) and review letters orally. Review importance of TWA before, during, and after reading. Stress using POW+TREE+TWQ for persuasive essays (to give us even more POWER) for our writing.
- \_\_\_ 10. Wrap-up. Next time “test” on TWA.

# of steps completed      ratio:  
# of steps possible

Notes:

Observer: \_\_\_\_\_

Date: \_\_\_\_\_

**POW + TREE + TWA: LESSON # 8**

- \_\_\_ 1. Review TWA. Write strategy reminder on blank sheet (with spaces). Ask what each letter stands for. Orally practice TWA. (Practice TWA together if students need help.)



- \_\_\_ 2. Ask why TWA is important to use when reading informational articles/text. Discuss examples of how TWA can help reading informational text when one writes a persuasive essay.
- \_\_\_ 3. As needed, review POW + TREE as used with TWA.
- \_\_\_ 4. Introduce TWA checklist to use when reading article, showing students how to use the checklist.
- \_\_\_ 5. Discuss informational versus persuasive text. Model how to determine whether source text is informational or persuasive by reading through sentences as needed.
- \_\_\_ 6. Model POW+TREE+TWA using informational article (students may assist.) Use self-statements while modeling POW+TREE+TWA. Include strong topic sentence that catches readers' attention, reasons & explanations, and good ending. Check off TWA checklist as it is completed:  
 T: Author's purpose / My ideas for R & E as notes on scratch paper  
 W: Reading speed / Rereading parts & marking R & E in text  
 A: Pick ideas to persuade the reader / Make notes for R & E in TREE
- \_\_\_ 7. Remind students to think about the reader (classmate, teacher, parent, etc.) but that when taking a writing test, the reader may be scorer who will look to see that you used your ideas and information from text.
- \_\_\_ 8. Graph this essay using rockets. Count all parts. —Give extra point for each place source text is used for reason or explanation. Discuss how and why this essay is the best so far.
- \_\_\_ 9. Develop self-instructions to use with TWA and record on self-statements sheet. Remind students they may say these things in their head.
- \_\_\_ 10. Wrap-Up. "Test" on TWA next time.

# of steps completed      ratio:  
# of steps possible

Notes:

Observer: \_\_\_\_\_

Date: \_\_\_\_\_

**POW + TREE + TWA: LESSON # 9**

- \_\_\_ 1. Review TWA (and, if needed, practice POW+TREE)
- \_\_\_ 2. Begin group collaborative writing; share prompt. Remind students we may agree or disagree with the position, but our job it to provide good reasons and explanations to write a really good persuasive essay. Use

my ideas and ideas from informational text for reasons. Let students lead as much as possible.

- \_\_\_ 3. Start with P: Pick my idea. Identify what assignment requires.
- \_\_\_ 4. Go to O: Organize my notes. Need to do TWA first. Write TWA on scratch paper with two lines for each, as before.
- \_\_\_ 5. Do two steps for T, mark off on scratch paper. (Author's purpose / My ideas for R & E as notes on scratch paper)
- \_\_\_ 6. Do two steps for W, mark off on scratch paper. (Reading speed / Rereading parts & marking R & E in text)
- \_\_\_ 7. Do two steps for A, mark off on scratch paper. (Pick ideas to persuade the reader / Make notes for R & E in TREE)
- \_\_\_ 8. Write & organize notes using TREE (as O from POW).
- \_\_\_ 9. Write your essay and say more (as W from POW)
- \_\_\_ 10. Graph This Essay using rocket sheet.
- \_\_\_ 11. Wrap-Up. "Test" on TWA next time. Discuss using POW+TREE+TWA at other times. Discuss places to find informational text (books from school, library, home, online, etc.)

# of steps completed      ratio:  
# of steps possible

Notes:

Observer: \_\_\_\_\_

Date: \_\_\_\_\_

**POW + TREE + TWA: LESSON # 10**

Level of support anticipated / Teacher decisions made prior to lesson

- Reading Source Text: Group/Supported/Alone
- Marking Rs/Es in Text: Group/Supported/Alone
- Planning: Group/Supported/Alone
- Writing the essay: Group/Supported/Alone
- Use of folders: Encouraged/Only As Needed/Not Using Folders at All
- Writing Session: Timed/Untimed
- Anticipated Next Lesson: 1. Group/Supported/Alone 2. Timed/Untimed/  
Post Probe

- \_\_\_ 1. Review TWA, POW, and/or TREE, if needed
- \_\_\_ 2. Begin writing; share prompt. Remind students we may agree or dis-

- agree with the position, but our job is to provide good reasons and explanations to write a really good persuasive essay. Use my ideas and ideas from informational text for reasons. Use format (group/supported/alone) for each aspect above as determined prior to the lesson.
- \_\_\_ 3. Start with P: Pick my idea. Identify what assignment requires.
  - \_\_\_ 4. Go to O: Organize my notes. Need to do TWA first. Write TWA on scratch paper with two lines for each, as before.
  - \_\_\_ 5. Do two steps for T, mark off on scratch paper. (Author's purpose / My ideas for R & E as notes on scratch paper)
  - \_\_\_ 6. Do two steps for W, mark off on scratch paper. (Reading speed / Rereading parts & marking R & E in text)
  - \_\_\_ 7. Do two steps for A, mark off on scratch paper. (Pick ideas to persuade the reader / Make notes for R & E in TREE)
  - \_\_\_ 8. Write & organize notes using TREE (as O from POW).
  - \_\_\_ 9. Write your essay and say more (as W from POW)
  - \_\_\_ 10. Graph This Essay. Count the parts. Color the rocket sheets.
  - \_\_\_ 11. Wrap Up. Format for next time shared (see Support/Teacher Decisions section above).
  - \_\_\_ 12. Used Self-Statements (throughout).
  - \_\_\_ 13. Reminders, as needed: Limit the number of Rs/Es we find to meet time requirements. Scorers look for Rs/Es from writer's ideas and from text given.

# of steps completed      ratio:  
# of steps possible

Notes:

## v      **Materials Table of Contents**

- 1. Mnemonic Chart
- 2. TREE Graphic Organizer
- 3. Self-Statements
- 4. Self-Statement for Bulletin Board
- 5. Rockets
- 6. Linking Words Attention Getters Chart
- 7. Practice Cards POW
- 8. Practice Cards TREE
- 9. Practice Cards TWA

10. POW + TREE + TWA Certificate

11. Examples of Student Work

\*Materials—In this section, all of the materials developed for the classroom are provided. This includes student handouts, bulletin board idea, a completion certificate, and examples of student work.

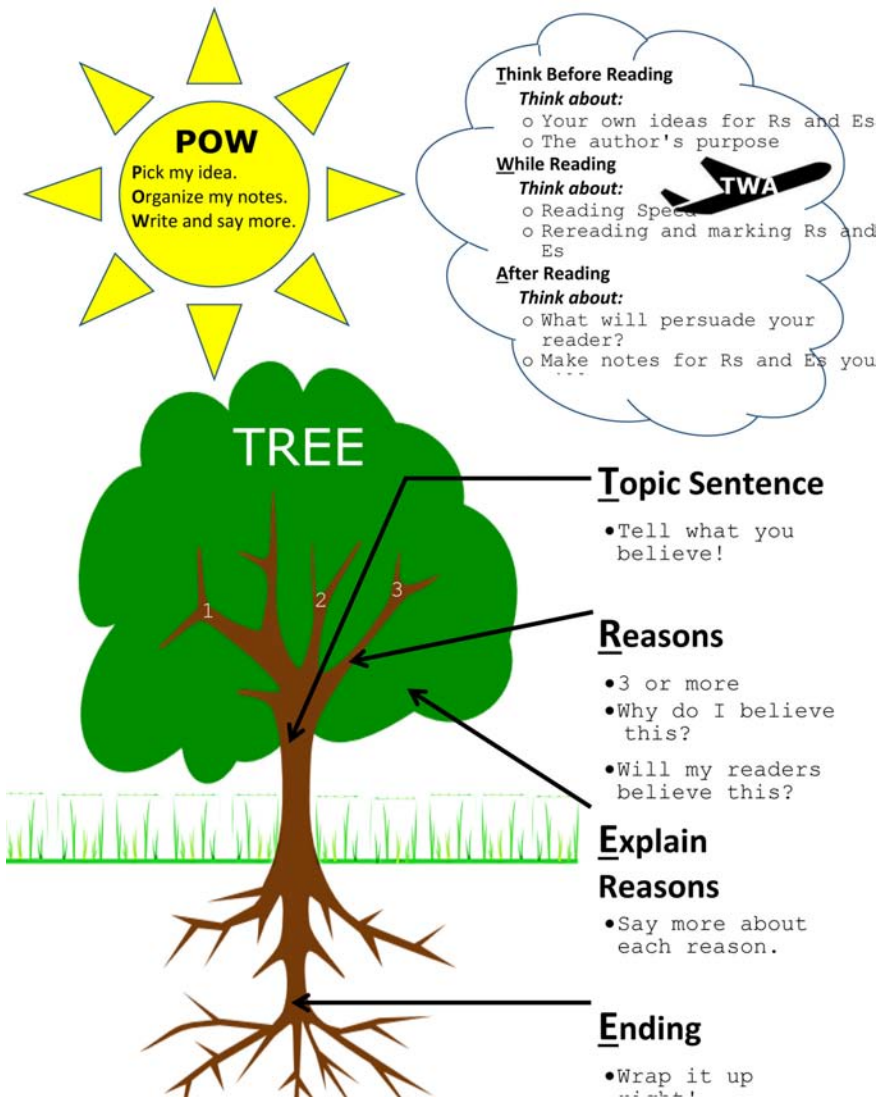
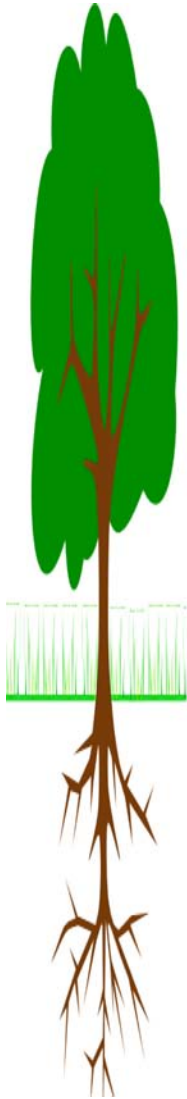


FIGURE 6.20 Mnemonic chart

<b>T</b>	Topic Sentence: Tell what you believe.
<b>R</b>	Reasons – 3 or more. Explain each reason further. Reason:
<b>E</b>	Explanation:
	Reason:  Explanation:
	Reason:  Explanation:
<b>E</b>	Ending: Wrap it up right.

FIGURE 6.21 TREE graphic organizer



## My Self – Statements

To think of good ideas:

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While I work:

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To check my work:

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FIGURE 6.22 *Self-statements*

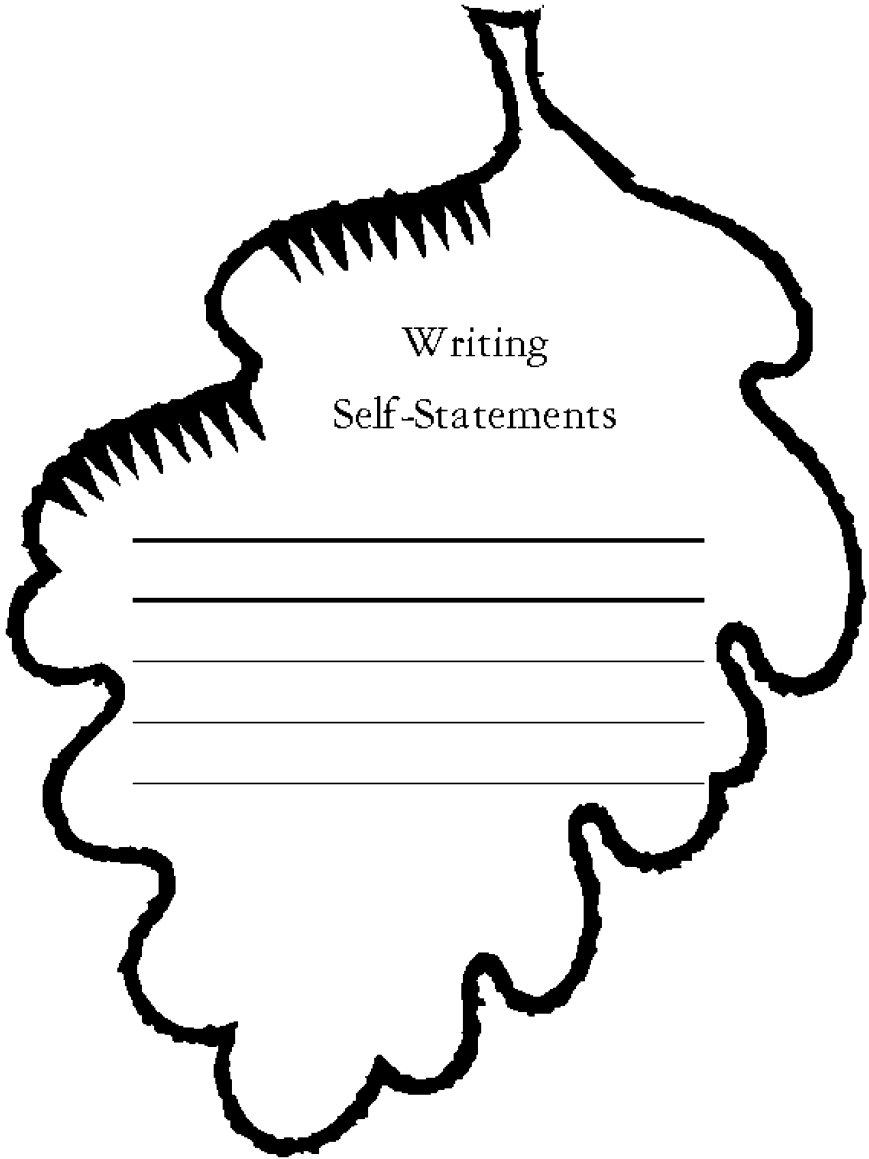


FIGURE 6.23 *Self-statement for bulletin board*

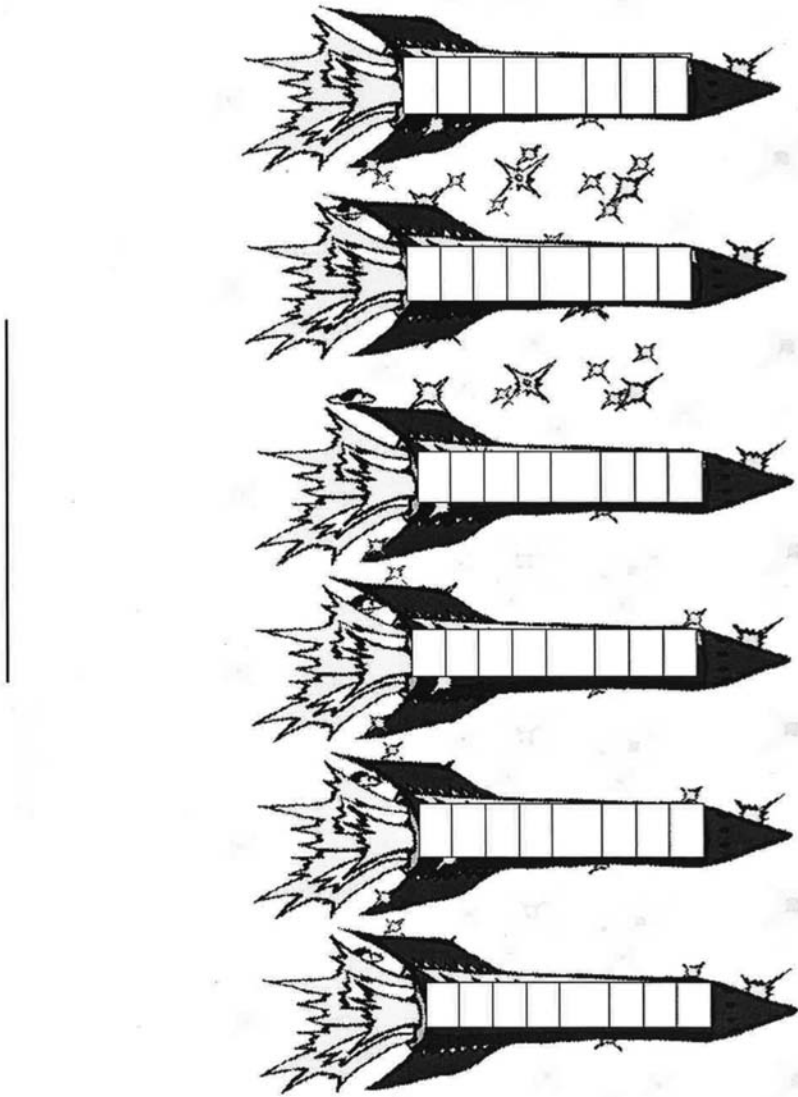


FIGURE 6.24 *Rockets*



## Linking Words

My first reason\*

One reason

Another reason

Another important reason

One more reason

An additional reason

A second reason

My third reason

My final reason

Finally

In conclusion

\*REMEMBER - DO NOT USE FIRST, SECOND, THIRD ONLY!

### Attention Getters

1. Fun Statement
2. Question
3. Exclamation
4. Short story
5. Interesting Fact

### Wrap it up Right

- Connect to reader
- Interesting and Engaging
- Restate belief
- Summarize reasons

FIGURE 6.25 *Linking words attention getters chart*

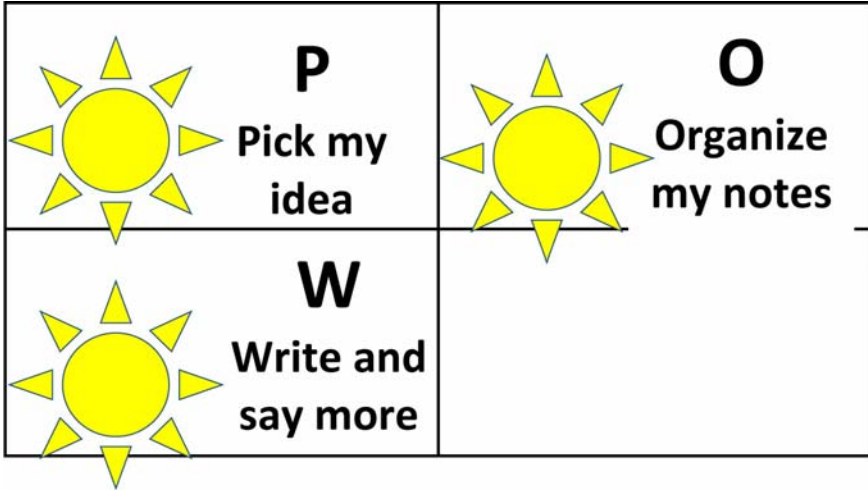


FIGURE 6.26 Practice cards POW

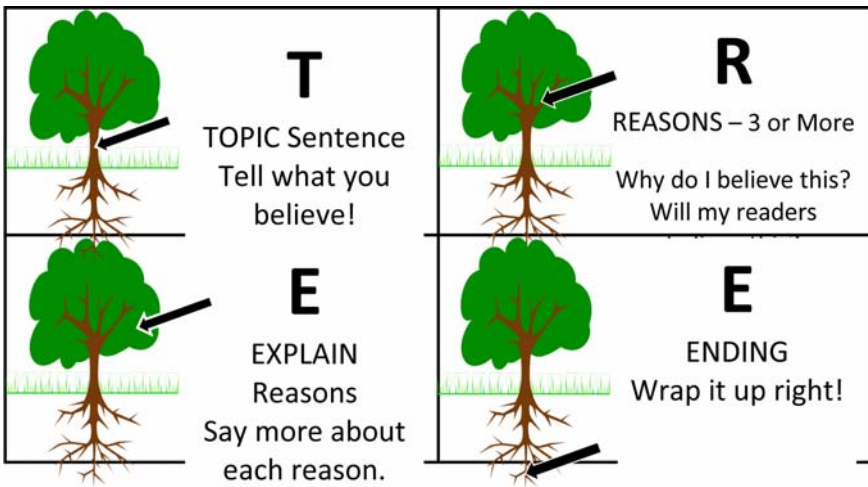







FIGURE 6.27 Practice cards TREE

 <p style="text-align: center;"><b>T</b></p> <p style="text-align: center;"><b>Think Before Reading</b></p> <p><i>Think about:</i></p> <ul style="list-style-type: none"> <li>• Your own ideas for Rs and Es</li> <li>• The author's purpose</li> </ul>	 <p style="text-align: center;"><b>W</b></p> <p style="text-align: center;"><b>While Reading</b></p> <p><i>Think about:</i></p> <ul style="list-style-type: none"> <li>• Reading Speed</li> <li>• Rereading and marking Rs and Es</li> </ul>
 <p style="text-align: center;"><b>A</b></p> <p style="text-align: center;"><b>After Reading</b></p> <p><i>Think about:</i></p> <ul style="list-style-type: none"> <li>• What will persuade your reader</li> <li>• Make notes for Rs and Es you will write about</li> </ul>	



**T**


**Think Before Reading**



**W**

**While Reading**

FIGURE 6.28 Practice cards TWA



**A**

**After Reading**

**Think about:**

- What will persuade your reader
- Make notes for Rs and Es you will write about

FIGURE 6.29 Practice cards TWA



FIGURE 6.30 POW + TREE + TWA certificate

## Rainforests

Rainforests are forests that get lots of sun and lots of rain. Many kinds of tall trees and many kinds of plants live in the rainforests. Millions of animals and insects live in rainforests. Scientists say there may be more than a million plants and animals in the rainforest we have not discovered yet. Some people live in the rainforests too.

Rainforests are very important. They help people and the Earth in many ways. Rainforests help make rain clouds and the Earth needs rain. R1

E1 Rain also helps the rainforest to stay healthy. People need rain so that they have water to drink and use. Rainforests also make lots of the oxygen we have on Earth. People and animals need oxygen to live. R2 E2

Rainforests also help keep our air clean and healthy.

Many plants only grow in rainforests. Scientists study these plants and learn how to make new medicines people need. Over 70% of the medicines we have to fight cancer come from rainforest plants. E3

Many more medicines people need come from rainforest plants. Scientists believe we will discover thousands of new medicines by studying rainforest plants. Many foods come from rainforest plants too, like chocolate and bananas.

Rainforests are being cut down. They use to cover 14% of the Earth's surface. Rainforests now cover only 6% of the Earth's surface.

A R4 Soon we may have no rainforest at all! People cut down and sell the trees. E4  
R5 People dig up and sell minerals from the ground. They make roads  
E5 to get to the trees and minerals. Roads help people take away more and more trees. Plants and animals die. Some people lose their homes.

What will happen if we keep cutting down rainforests? When the plants are gone, we cannot find new medicines. Will we have enough rain? Will we have enough oxygen and clean air? Will foods we like be hard to get? What else can you think of that will be a problem if we keep cutting down rainforests?

FIGURE 6.31 Student using TWA strategy to mark informational text

U Pow T ✓ W ✓ A ✓

Important to save the rainforests

last of all R reason<sup>3</sup>: medicines from the rainforest

E-: study plants to make medicines

E-: fight cancer

Another important reason reason<sup>2</sup>: important

E-: need water to drink

E-: to make rain clouds

My first reason reason<sup>1</sup>: Rainforests are being cut down

E-: cover 14% of the Earth

E-: now it cover 6%

Ending: cut down, it's important and we need medicines

FIGURE 6.32 Student using POW + TREE + TWA to make notes using own ideas and ideas from source text to plan a persuasive essay

1 Hey everybody! I think it's important  
2 to save the rainforest. My first reason  
3 is the Rainforests are being cut down  
4 and the Rainforests use to cover 14%  
5 of the Earth and now it is only  
6 covering 6% of the Earth. Another  
7 important reason is the rain forest is  
8 very important. We need water to drink  
9 from the Rainforest and the rainforest  
10 gives us rain clouds. Last of all we  
11 need the Rainforest for medicines,  
12 Scientists study plants in the rainforest  
13 for medicines, also some of the medicines  
14 help fight cancer. Now you know I  
15 think we should stop cutting down trees,  
16 it's important and we need medicines.

FIGURE 6.33 Student composed persuasive essay using POW + TREE + TWA

### Things to Do in Orlando, Florida

E7 Orlando is a city in the state of Florida. A lot of people go to Orlando because Disney World is there. Disney World is a great park. It has rides for all ages. There are also shows during the day. Disney World has a water part too. At night, there is always a parade. There are also fireworks at night!

R1 People visiting Orlando also go to other fun parks nearby. E1 Visitors like Universal Studios. Universal Studios has many rides based on movies. Universal Studios also has fun shows you can watch. E2 Sea World is also nearby. You can see ocean animals in shows there. E3 Legoland is also nearby. Kids can play with legos there. There are rides and a water park too.

R2 There are many other things to do near Orlando. You can take hot air balloon rides, go to an alligator show, or see a museum. There are zoos and gardens too. There are many good museums in Orlando where you can learn a lot. The Orlando Science Center is a lot of fun and you learn a lot about science. You can even see space rockets. Dinosaur World is an outdoor museum.

R3 A lot of people go to cities near Orlando to see sports. There are baseball games, football games, and car races nearby. Orlando has a pro basketball team, too! Florida's many beaches are another reason to go to Orlando. People can swim or play in the sand.

RA Orlando, Florida has nice weather all year. In the winter, it does not get very cold. The highs are usually above 60 degrees. In the summer, it does not get too hot. Highs are usually in the 80s. Florida gets a lot a sun. too. There are many things to do in

FIGURE 6.34 Student using TWA strategy to mark informational text



POW

T ✓  
W ✓  
A ✓

T You should go to Orlando, Florida

Next Reason ✓ R: 2 fun parks nearby

Example ✓ E: Sea world, Lego Land, and water parks

Another Reason ✓ R: 3 other things to do

Example ✓ E: hot air balloons, Science Center, and Dinosaur museum

Finally ✓ R: 4 to see sports

Example E: baseball, football, and car races

Example E: pro basketball team

One of my major reasons ✓ R: 1 Florida has diesny world

Example ✓ E: games, rides, and actives

E - diesny world  
- parks  
- other things  
- sports

FIGURE 6.35 Student using POW + TREE + TWA to make notes using own ideas and ideas from source text to plan a persuasive essay

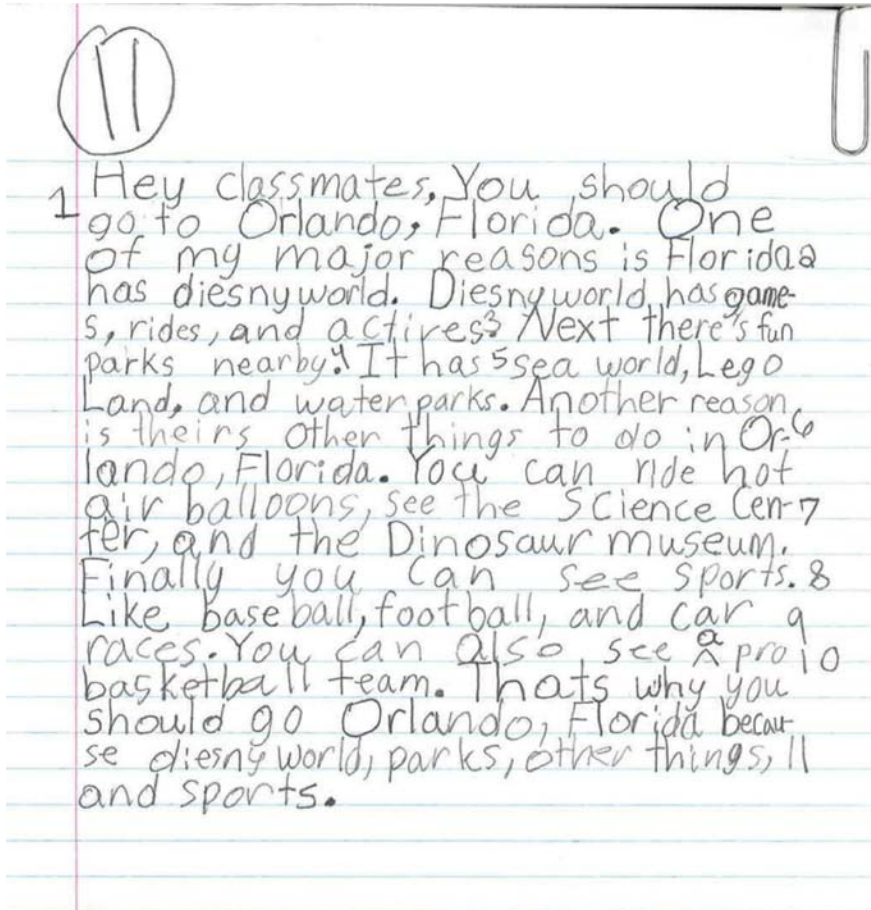


FIGURE 6.36 Student composed persuasive essay using POW + TREE + TWA

## Watching Too Much TV

Many kids watch about 28 hours of TV each week. That is like watching a whole day of TV each week! Many parents and teachers worry about how much TV kids watch. Experts are people who study things. Experts say kids should watch less TV. Why is this?

\* R1 Kids need healthy brains. Being active helps keep your brain healthy. Kids' brains need input from all body parts. TV only uses eyes and ears. Drawing or making things uses eyes and hands. Playing outside games uses legs and arms. Cooking food uses noses, eyes, and hands. Our brains learn from the things we do. Using all of our senses helps our brain be healthy.

\* R2 Also, kids learn from other people. Talking and listening is key at school and home. When watching TV, people don't talk to each other very much. We learn when we talk and listen to other people. People learn when they play games together, too. It is good to be active and learn from other kids. It is good to learn from adults too. Experts say children who watch too much TV get lower grades. They might do better at school if they watch less TV. They will have more time for homework. They will also have more time to learn in other ways.

\* R3 There are many things to do besides watching TV. Kids might play with friends. Kids can join sports or be part of a band. Kids who do things with other kids can make more friends. Reading books is also fun. Compare watching TV to reading a book. People learn more words when they read. Kids can read books alone or with other people. Kids could play with toys or build things. Going outside is also nice. Kids can choose TV or something more active. Kids might have more fun if they watch less TV!

FIGURE 6.37 Student using TWA strategy to mark informational text

Prompt 6

Name: \_\_\_\_\_ Prompt 6

Date: \_\_\_\_\_

**Directions: Write an essay to your classmates persuading them that watching TV is not good for you.**

T	TV is not good for you		
R	healthy brains		
E	being active	E: body parts	<del>E: eyes or ears</del>
R3	learn from people		
E	Talking and listening		
E	<del>don't talk</del>		
E	learn		
R4	many things		
E	play with friends		
E	Sports or band		
E	books		
R2	better grades		
E	move up		
E	<ul style="list-style-type: none"> <li>- healthy</li> <li>- grades</li> <li>- learn</li> <li>- many</li> </ul>		

FIGURE 6.38 Student using POW + TREE + TWA to make notes using own ideas and ideas from source text to plan a persuasive essay

(10)

1 Listen up class mates! TV is not  
 2 good for you, <sup>and</sup> I'll tell you. One  
 3 of my major reasons is healthy  
 4 brains, to keep healthy brains happy,  
 5 is being active, <sup>and</sup> body parts strong.  
 6 Next is better grades, like when  
 7 we watch less TV and if we  
 8 do you can move up. My  
 9 third reason is learn from people,  
 10 like talking and listening. Last  
 of all many things, like play with  
 friends, sports or band, and reading  
 books. That's why you should be  
 healthy, grads, learn, and many.

FIGURE 6.39 Student composed persuasive essay using POW + TREE + TWA

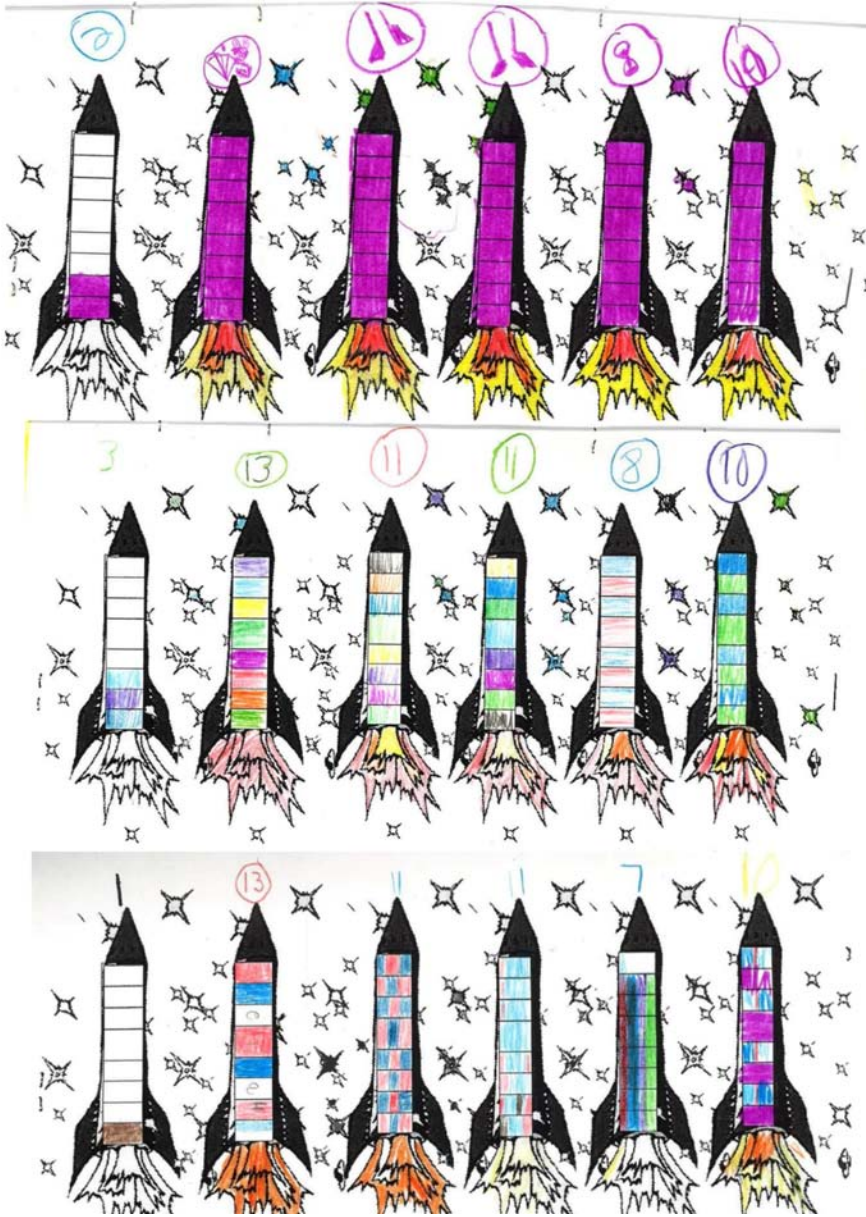


FIGURE 6.40 Student progress monitoring using rockets



## My Self-Statements

To think of good ideas:

Catch someone attention. Always use tree when you persuade someone. Take your time. What do I do before reading.

While I work:

Take time. Use tree of preauding. Use your brain always. Use your brain. I'll get faster at thinking of R and ES.

To check my work:

Read it again. You used your brain! Use TWA. Check your planning sheet.



FIGURE 6.41 Student self-statement sheet



## My Self – Statements

To think of good ideas:

I know how to use Tree.  
 POW is helpful.

While I work:

I have great Ideas.  
 Taking my time.  
 Take a deep breath

To check my work:

I'm a great writer.  
 Read the story again so it  
 can sound right.

FIGURE 6.42 Student self-statement sheet



## My Self – Statements

To think of good ideas:

I need to use tree to help me.  
 I can use paw for any type  
 of writing that I am doing.  
 remember two, think about my reading speed. What  
 do I need to do first, put two across the  
 top of the paper

While I work:

I need to take time on  
 my work. To do my work.  
 I will get faster at doing two

To check my work:

I can check my work. I am a  
 great writer in my head  
 good ideas, good job, use your brain  
 have fun when you writing  
 stories, rereading will help me persuade



FIGURE 6.43 Student self-statement sheet

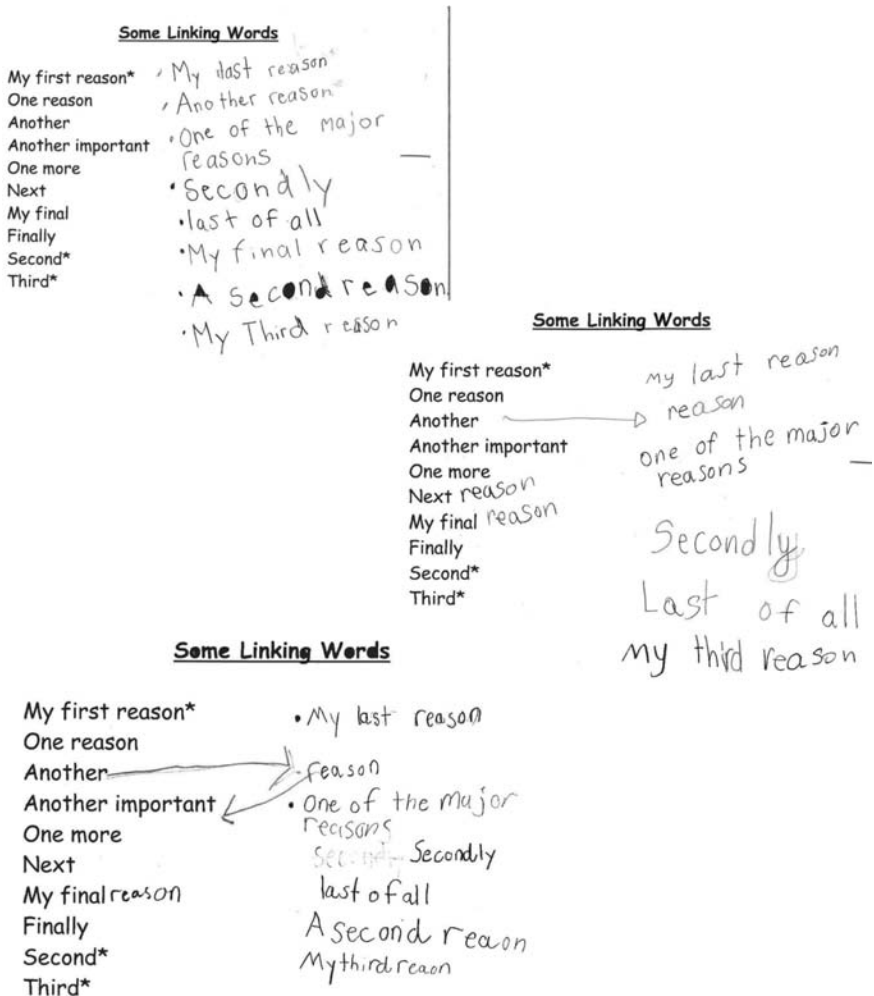


FIGURE 6.44 Student additions to linking words chart

VI Testing Table of Contents

1. Directions
2. Prompt and Planning Sheet

\* Testing—The directions and student testing sheets that were used during the research study for administering a pre-test and post-test are provided. They are provided as a guide for teachers. We do recommend pre-testing students. This will allow the teacher, students, and parents to clearly see improvement in persuasive writing.

*Directions for Administering Opinion Writing Prompts*

\*Please read aloud all text written in **bold**.

Hand out the writing assessment to each student and be sure they have something to write with.

**Please look at the material I gave you. The first page is the article we will read together. The second page tells you the topic of the essay you will write and provides a place for you to plan your essay. The last pages are lined sheets of paper for writing your essay. Does everyone have all of these pages?**

Check to make sure every student has all the pages.

**Please write your name and date on each page.**

Check to make sure every student has written his/her name and the date on every page.

**Most students have an opinion one way or another about a variety of topics. I am going to ask each of you to write an opinion essay. Your essay prompt is:**

Read the specific essay prompt that corresponds with the article topic.

**Before writing your essay we will read together a short article. I will read the essay to you, while you read along with me on your own copy of the article. Ok, let's read together. (Read the article aloud.)**

**Do you have any questions?**

**When you start to write, if you need another piece of paper, please let me know.**

**Please remember, I cannot help you write your essay. Do the best you can. I also cannot help you with spelling. If you are not sure how to spell a word, spell it the best you can. Remember to write neatly so your essay can be read.**

**You will have as much time as you need to plan and write your essay clearly responding to the prompt:**

Read the specific essay prompt that corresponds with the article topic.

At the end of session, pick up the students' papers. Make sure you have all of the pages. If a student finishes early, tell them they can draw a picture on the back of one of the pages that would help convince the reader about their topic.

**IMPORTANT:** If a child is off-task or not paying attention when you are providing directions, please direct him/her to pay attention. If a student appears off-task during the writing period, move next to them and if necessary ask them quietly and privately to work on the writing task.

*Prompt and Planning Sheet*

Name:

Date:

Directions: Write an essay to your \_\_\_\_\_ (classmates/ parents/ teachers) persuading them \_\_\_\_\_.