Improving Writing Performance:
A Strategy for Writing Persuasive Essays

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- Module Description: This module outlines and describes the process for teaching students the POW+TREE strategy, a writing strategy to help students produce better persuasive essays (est. completion time: 2 hours).
- *STAR Legacy* Cycle
- Related to This Module
  - Link: Module Outline
  - Video: Navigating an IRIS *STAR Legacy* Module
  - Link: IRIS and Adult Learning Theory
  - Wrap-Around Content Map

Challenge

- Video: Ms. Lin, a middle-school English teacher, has been working on persuasive writing with her students. After reviewing topic sentences and supporting sentences with her students for several days, Ms. Lin asks the students to write on a topic of their choice.

Notes

Initial Thoughts

- What should Ms. Lin know in order to provide effective writing instruction?
- What could Ms. Lin do to help her students learn to write persuasive essays?

Notes

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Perspectives & Resources

❖ **Module Objectives**

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should be able to:
    ◦ Recognize factors that contribute to students' difficulties with written expression
    ◦ Define the components of written expression and their roles in writing instruction
    ◦ Understand how to implement a writing strategy for persuasive essays
- This IRIS Module aligns with the following licensure and program standards and topic areas…

Notes

❖ **Page 1: Understand Difficulties with Written Expression**

- Struggling Writers Versus Successful Writers
- Audio: Torri Lienemann talks about using baseline data
- Link: Malcolm's persuasive essay
- Link: Nakia's persuasive essay
- Research Shows

Notes

❖ **Page 2: Prerequisites for Written Expression**

- Effective communication involves two prerequisite skills
- Transcription Skills
    ◦ Audio: Steve Graham explains how students develop transcription skills
    ◦ How to adjust demands on students' transcription skills [bullet points]
        ▪ Link: Software programs
- Grammar Skills
- Requirements for communicating with good grammar [bullet points]
- Activity: Timed writing simulation

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- ◦ Link: Activate the timer
- Audio: Natalie Olinghouse offers feedback about the writing activity
- Audio: Natalie Olinghouse suggests ways to support students who struggle with writing

Notes

❖ **Page 3: Elements of the Writing Process**

- Four elements of the writing process [bullet points]
- Planning
- Organizing
  - ◦ Steps of the organizing stage [bullet points]
- Writing
  - ◦ Steps of the initial writing stage [bullet points]
  - ◦ Writer's tip
- Editing and Revising
  - ◦ Editing
    - ▪ Steps of the editing stage [bullet points]
    - ▪ Self-editing
    - ▪ Peer-editing
    - ▪ Examples of peer-edited papers on the bulletin board
      - w Link: Description of the bulletin board
  - ◦ Revising
    - ▪ How to use editing suggestions to revise papers [bullet points]

Notes

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❖ **Page 4: POW + TREE Writing Strategy**

- Link: Research-validated strategy
- POW+TREE Strategy and Corresponding Activities
- Editing Marks

Notes

❖ **Page 5: POW + TREE Applications**

- Teaching POW+TREE
  - Using SRSD to teach POW+TREE
  - Advantages of SRSD [bullet points]
  - Self-Regulated Strategy Development
    - Link: Develop Background Knowledge
    - Link: Discuss the Strategy
    - Link: Model the Strategy
      - w Link: Paired Instruction
    - Link: Support the Students
    - Link: Encourage Independent Practice
  - POW+TREE Strategy and Malcolm's Writing Samples
  - Link: Malcolm's ideas
  - Download the graphic organizer Ms. Lin uses
  - Link: Malcolm's graphic organizer
    - Link: Click to view Malcolm's first writing draft.
  - Link: Ms. Lin's edits of Malcolm's essay
  - Link: Malcolm's second draft

Notes

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❖ Page 6: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

❖ Page 7: Credits

- Suggested module citation
- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

Wrap Up

- Summary of the module
- Audio: Torri Lienemann summarizes the benefits of implementing a writing strategy for students
- Revisit your Initial Thoughts responses

Notes

Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

Notes

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Notes

You Have Completed This Module

- Give Us Your Feedback
  - Link: Module feedback survey form
- Professional Development Hours
  - Link: IRIS PD Options
- Related Resources [links]