

WRITING IS LEARNED THROUGH PRACTICE

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Let us understand that writing reinforces reading! In the process of writing a word, one "silently" reads it several times! This preface to the guide for writing is simply intended to remind the user of the fact that, according to the Power Law of Human Performance and the Law of Human Performance, proficiency or expertise in any complex process, like READING OR WRITING, is acquired through practice (i.e., sustained efforts over time). **Further, these implacable laws apply for positive as well as negative reinforcements.** (See Education, Vol. 115, No.1, Page, 1994.)

In light of the preceding points, **it is imperative that students practice the proper writing process** in order for them to develop writing proficiency. So, copies of the following two pages (or equivalent materials) should be given to EVERY STUDENT with the explicit instruction to follow **the POWER-P & CUPS** process in doing writing assignments.

Over the last three years, we have worked with innovative teachers who routinely assigned FREE-STYLE (or OPEN-ENDED) writing assignments to their students. Using lessons learned from effective educational reforms, these teachers made certain that these assignments were on TOPICS RELEVANT TO THE STUDENTS! Such topics included: "Tell us about a Parade You Saw," "Christmas Day at Home," "Shopping for Christmas," "New Year Eve Celebrations," "All About my Brother, Sister, or Friend," "The Day the Snow Fell," "Rains and Thunders," "Tell us About An Activity You Liked (At School or at Home). Our innovative middle and high school teachers gave similar assignments and others on sporting events, book reports, etc. *[Oh, before I forget, please note that this guide is for your own children and young relatives!]*

It may help students to know that in writing, one has to address the FIVE "W's," in addition to following the power-p. **The five "W's" help greatly in ensuring that the written text has substance (meaningful content) and is informative.**

Who: Who is/are doing something for whom (actors, spectators, and others: the characters). In dealing with "WHO," we have to remember to give approximate numbers whenever possible.

What: What event, building, problem, solution, field trip, test, game, cloth, program, activity, or phenomenon? In dealing With "WHAT," we have to remember to write about all the possible "what" in a story: An *event* may have several *programs* utilizing different *phenomena* to get varied *results*.

When: "When" can mean year, month, day of the week, an exact date, a time, etc. "When" could indirectly mean duration if one gives the starting date and time and the ending date and time for an event or activity.

Where: It means location. So, it could be country, state, city, district, a house, a building, a floor in a building, etc.

Why: "Why" is often more complicated than the first 4 W's. It means "a reason for doing something" (purpose) or an explanation.

**THE POWER-P WRITING PROCESS
FOR ELEMENTARY AND MIDDLE SCHOOL STUDENTS**

P	Plan	<p>Step 1 Read the assignment (purpose?): Who? What? When? Where? Why?</p> <p>Step 2 Research your topic (See the five W's).</p> <p>Step 3 Brainstorm. Make your planning list.</p>
O	Organize	<p>Step 3 Group your ideas.</p> <p>Step 4 Name each group.</p> <p>Step 5 Put your groups in order.</p>
W	Write	<p>Step 6 Write your paragraphs. Be sure to include a topic sentence and supporting details. Have one paragraph for each main idea/issue.</p>
e	Edit	<p>Step 7 Edit your paragraphs. Use "CUPS" Transition sentences may be needed.</p>
R	Revise and Rewrite	<p>Step 8 Make the changes that are needed. If time permits, rewrite the paragraphs. Use the edited copy as your guide.</p>
P	Publish	<p>Step 9 Submit your composition/paragraphs to your teacher, to a newspaper, to your parents, or to a friend.</p>

EDITING YOUR ESSAY

You can breathe a sigh of relief because you have gotten your ideas into words and your words onto the paper. **Now, it is time for you to revise your paper.** As you or your partner rereads your paper, use the following list of questions to guide you through this process.

C	Contents	<p>Is there irrelevant material that should be removed?</p> <p>Does the paper as a whole develop your thesis statement (topics)? See the five "W's" again.</p> <p>Are all statements accurate?</p> <p>Are more details or more explanations needed?</p>
U	Usage (and Grammar)	<p>Are words used properly and precisely?</p> <p>Do you use standard grammar throughout?</p> <p>Are there too many clichés?</p>
P	Punctuation	<p>Does your punctuation follow the conventions? Remember the correct usage for the Period, comma, semicolon, colon, question mark, exclamation mark, quotation, hyphen, dash, apostrophe, and parentheses.</p>
S	Sentences	<p>Is the structure of each sentence correct?</p> <p>Is there a variety of sentence types?</p> <p>Are sentences wordy and redundant?</p> <p>Are there failures in balance and parallelism?</p>