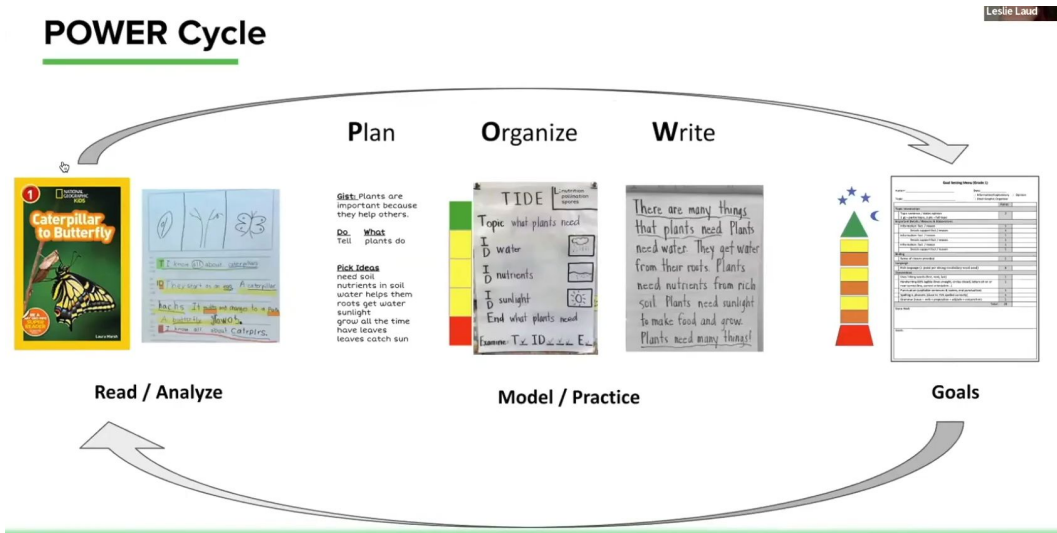


Introducing Releasing Writers Framework

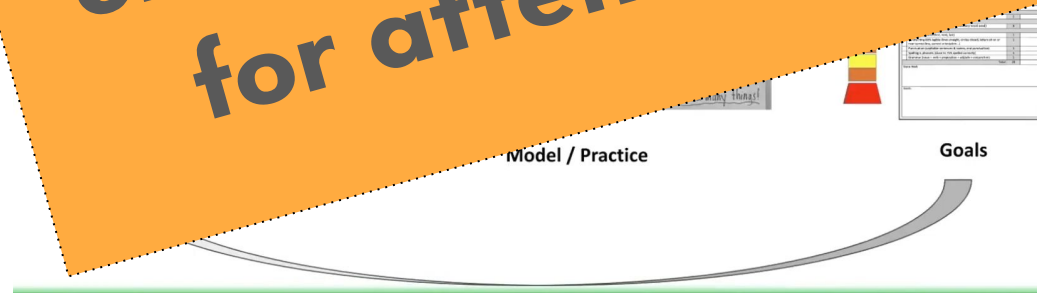
POWER Cycle



Concurrent Session August 2026
By: Brigid O'Donnell and Julie Lenocker

Introducing Release Writing

**Make sure to
check-in in the app
for attendance!**



Concurrent Session August 2026
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Essential Question

What is the **Releasing Writers** framework, and how can it **support** the writing process in **K-5** for **all students**?

Releasing Writers Objectives

01 Understand the Framework

View an introductory Releasing Writers video to gain an overall understanding of the framework.

02 Describe the POWeR Cycle

Explain the core stages of the POWeR writing process (Prepare, Organize, Write, edit, Revise).

03 Identify Self-Regulation Strategies

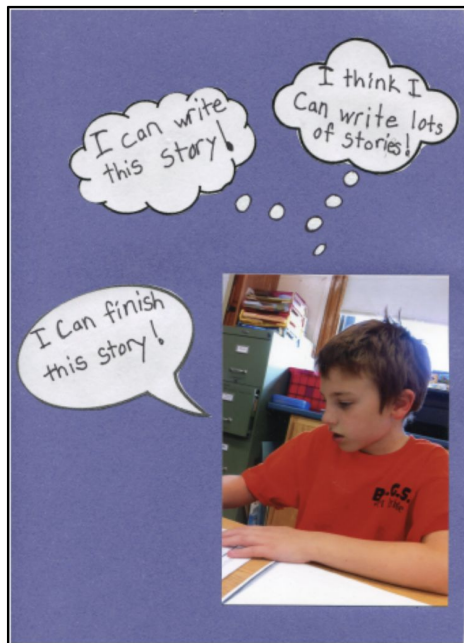
Recognize critical self-regulation mechanisms, such as positive self-talk and goal setting, embedded within the framework.

Releasing Writers Overview

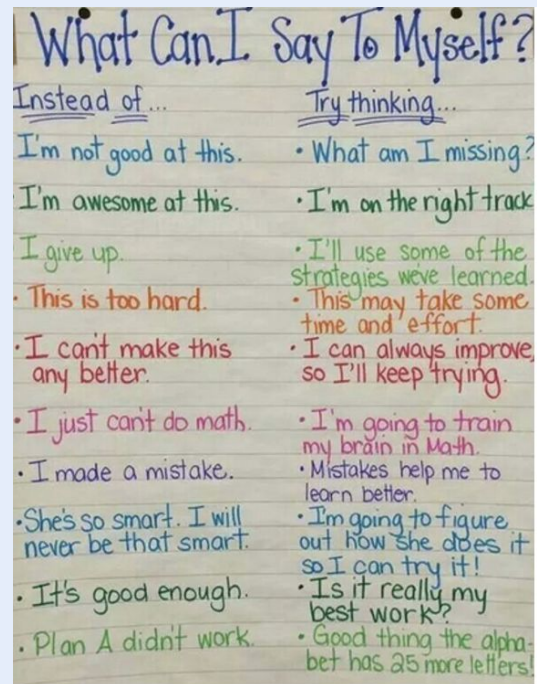


Let's Start With Self-Regulation: Positive Self-Talk

Student Self-Talk in Action



Classroom Anchor Chart Examples



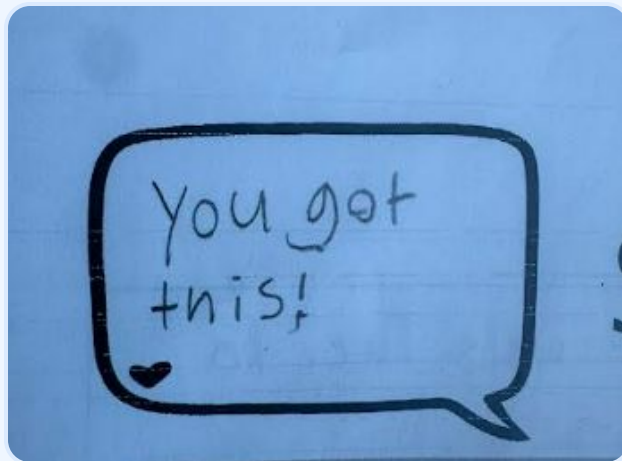
Positive Self-Talk in Action

Teacher Modeling Script

When introducing self-regulation, model the inner monologue explicitly:

Teacher says: "I am starting to feel frustrated. I am not sure which examples to use! Ok - before I raise my hand, let me say my positive self talk - **"I've got this!"** Ok - now let me reread this part again and make a choice."

Classroom Reminder



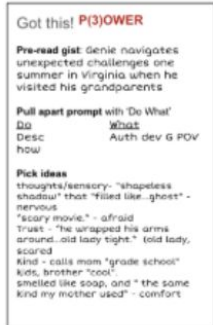
Leslie Laud

Goals



*Skill warm ups,
your texts, lesson
focus*

Set goals



P(3)OWER	
Topic Important Evidence Detailed Examination End	Mystified Alarming Egregious Cautious
+ Language	
1. TAG: ABAS, J. Reynolds, boy visits These: <i>POV</i> of 11 yr old boy, far away - imagery story from his angle 2. shapeless, ghost, "all makings of scary movie" 3. focus on dim light, shadowy - trust - pays attn to 4. compliments mom as looking like grade school kid, a bro (recol) 5. notices others like her - sensory 6. tight hug, scoop smelled like what his mom used to do 7. "a teenager" 8. P: "I was 11 of 11 yr old - changes	

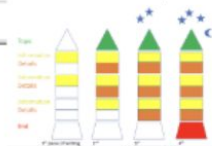
P3)JOWER

In the scene, in **Section A**, the **Prince** responds to the author's depiction of the point of view of **Geese** through showing **Geese's** thoughts and feelings, and using sensory details. **Geese** is a young girl who is very close to her grandmother who is starting her birthday.

At first, **Geese** describes her and the sensory details about her grandmother and her room and her birthday. **Geese** describes all of her love to her cousin but for "ambiguous shadow" that "filled the doorway like some kind of ghost." In the end, **Geese** seems uncertain to her love. "Is the 'ambiguous' a scary shadow? The shadow may have what might might make anyone fear anyone. More than just being fearful, it makes the scene more poignant about who is coming. But, this is a scary scene."

However, the scene is a very big step to a child as a young girl. **Geese** is a young girl who is very close to her grandmother. **Geese** gives a hint of a big step and the "ambiguous" is an emotional shift. **Geese** is a young girl who is very close to her grandmother. **Geese** gives a hint of a big step and the "ambiguous" is an emotional shift. **Geese** is a young girl who is very close to her grandmother. **Geese** gives a hint of a big step and the "ambiguous" is an emotional shift.

The author shows **Geese's** change in perspective from the beginning of the passage when he first heard all the "ghost" "ambiguous" shadow. **Geese** is a young girl who is very close to her grandmother. **Geese** gives a hint of a big step and the "ambiguous" is an emotional shift.

[illegible]

Builds self-regulation

POWeR Cycle: Pre-Read for Gist

P=Plan

P1. Get the Gist

Who	Did What	Where/ When	Why/What happened
Ryan Hreljac	raised money	1999 Kemptonville, ON	help dig wells for water (for people who died)

P2. Do What (Pull apart the prompt)

Do → You	What
explain	how a well is helpful to communities

P3. Pick ideas! Take these to the TIDE chart

• provides clean water
• do not have to walk hours

01 Establish the Foundation

After first read and before a deeper, closer 2nd read to ensure students capture and understand main ideas.

02 Direct Sentence Writing

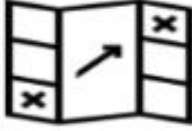
Offers a structured, highly supportive way to directly teach and scaffold sentence writing skills.

03 The Gist Framework

Guides students to systematically identify: **Who, did what, when/where,** and **why/what happened.**

POWeR Cycle: Pre-Read for Gist

K-1 Example

 Who / What	 Did What	 When Where	 Why / What happened?
Frog 	touch stars 	night 	pond reflection  

POWeR Cycle: Pull-Apart the Prompt

P=Plan

P1. Get the Gist

Who	Did What	Where/ When	Why/What happened
Ryan Hreljac	raised money	1999 Kemptville, ON	help dig wells for water (for drinking)

P2. Do What (Pull apart the prompt)

Do → You	What
explain	how a well is helpful to communities

P3. Pick ideas

• provides clean water
• do not have to walk hours

01 Identify the "Do"

What is the verb in the prompt? Explicitly teach what that verb means.

02 Identify the "What"

What is the topic of the prompt? Explicitly teach any key vocabulary in this section.

POWeR Cycle: Pick Ideas

P=Plan

P1. Get the Gist

Who	Did What	Where/ When	Why/What happened
Ryan Hreljac	raised money	1999 Kemptville, ON	help dig wells for water (for people who don't)

P2. Do What (Pull apart the prompt)

Do → You	What
explain	how a well is

P3. Pick ideas! Take these to the TIDE chart

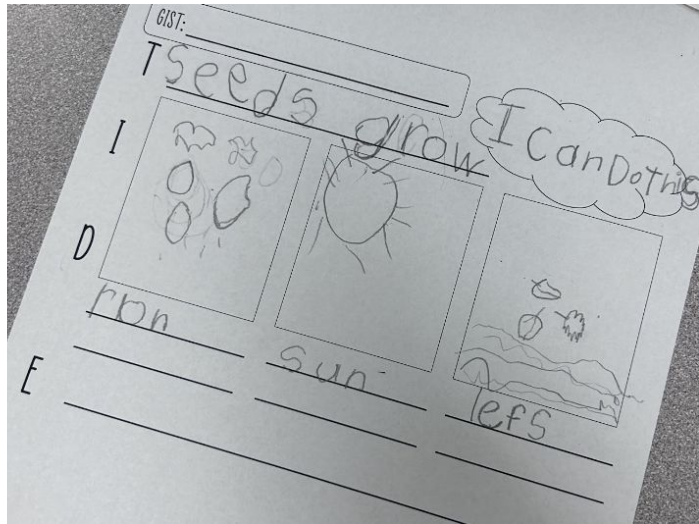
- provides clean water
- do not have to walk hours

01 Close Read

02 Take Notes

03 Collaborate

POWeR Cycle: Organize with TIDE



K-1 example

T	Topic Introduction	
I	Important Detail	
	Facts	Details
D	Important Detail	
	Facts	Details
E	Important Detail	
	Facts	Details
E	End:	

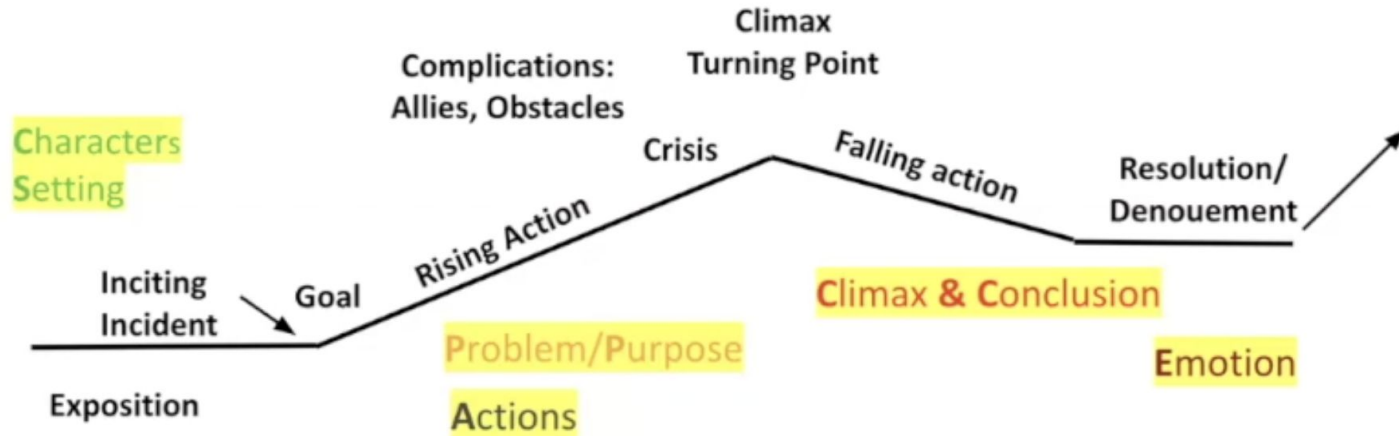
Gr. 1-3 example

TIDE Paragraph Planning Chart	
Topic: _____	
Topic Sentence	
Important Detail	
	Detailed Examination (Say more sentence)
Important Detail	
	Detailed Examination (Say more sentence)
Important Detail (optional)	
	Detailed Examination (Say more sentence)
Ending Sentence	

Gr. 4-5 example

POWeR Cycle: Explicitly Teach Narrative Story Arc (CSPACE)

Story Arc



Explicitly teach narrative story arc. K-2 is highlighted words only. 3-5 is black writing.

POWeR Cycle: Organize with CSPACE

CSPACE

Language

Characters 	
Setting 	
Problem 	
Actions Main Actions & Details 	1. _____ 2. _____ 3. _____ 4. _____
Conclusion 	
Emotion 	

CSPACE

Language

Characters 	_____ _____ _____
Setting 	_____ _____ _____
Problem 	_____ _____ _____
Actions Main Actions & Details 	1. _____ 2. _____ 3. _____ 4. _____
Conclusion 	_____ _____
Emotion 	_____ _____

*Can scaffold as needed



POW Cycle

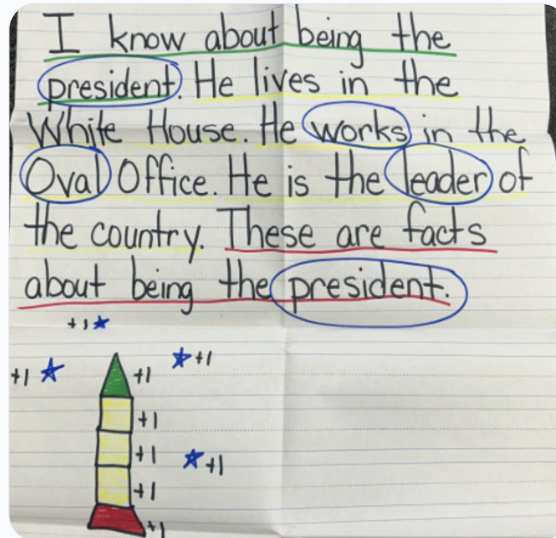
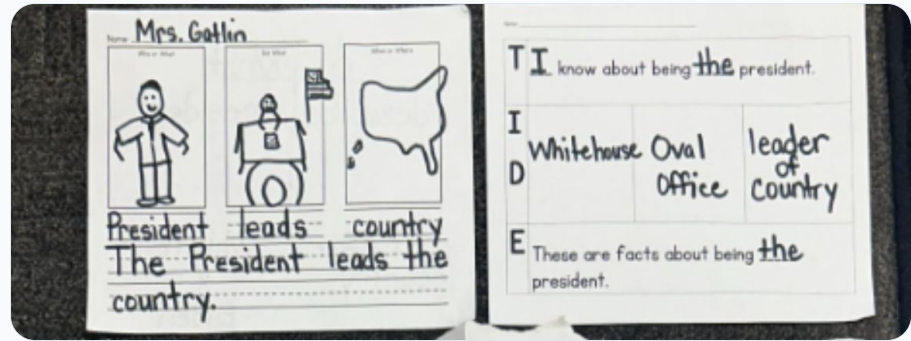
A note about Kindergarten



Scaffolded Writing

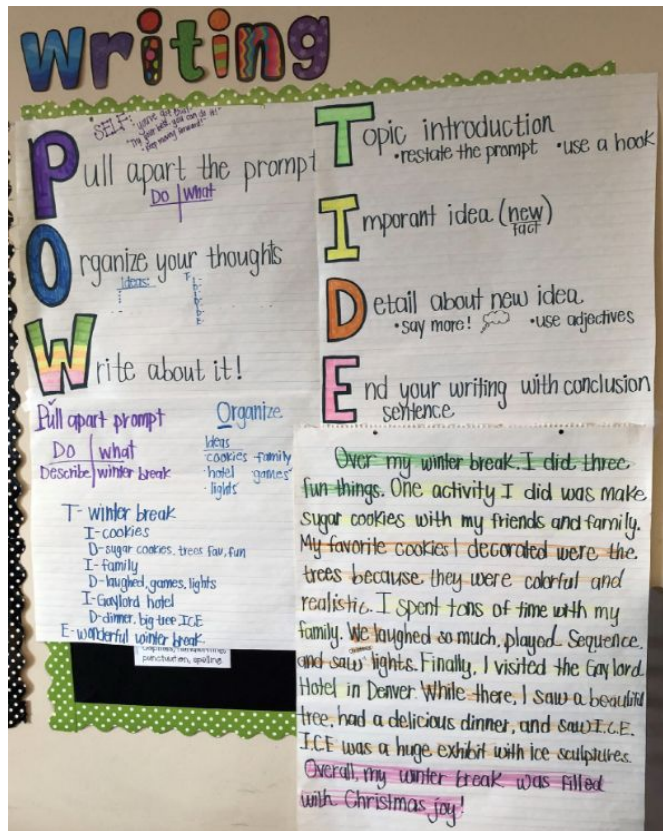
Kindergarten students apply the POW cycle using visual organizers and highlighted key concepts.

- Visual drawing spaces
- Simple keyword targets
- Highly scaffolded text structure



Modeling and think alouds are cornerstones of this program in kindergarten.

POWeR Cycle: Collaborative Write, Then Students Write



01 Modeled & Shared Writing

02 Color-code writing connected to TIDE

POWeR Cycle: Edit/Revise using Criteria for Success

	My words, pictures, and sentences are on topic
	My words, pictures, sentences have details (who, what, where, and why).
	I speak in complete sentences.
	I share my ideas in order.

Integration

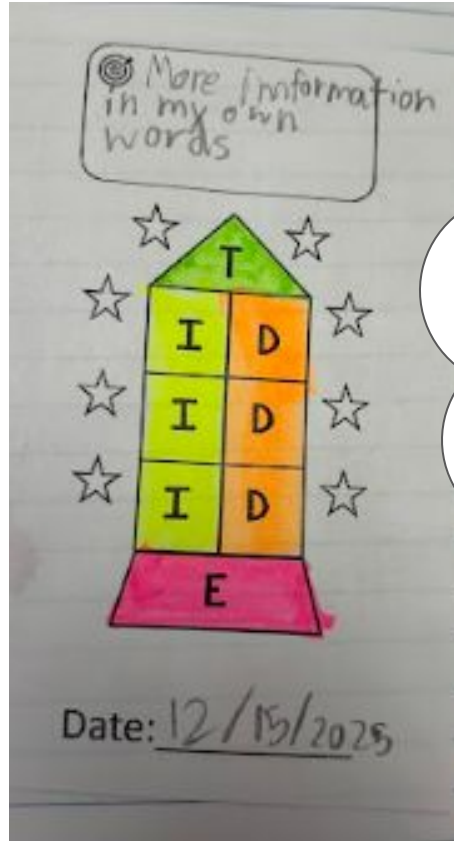
Connect our work from last year into the new framework:

- Conventions
- Idea Development

1	Every Day I Can...  Use my best handwriting.	Later in the year:  1. Use capital letters for all names.  2. Use a capital letter	Term 3 Expand Sentences  Add 'sparkle words' (adjectives) to describe
---	---	---	--

4	Every Day I Can... ☐ Write neatly and use appropriate spacing. ☐ Use capital letters appropriately. ☐ Use punctuation to make my writing clear.	Term 2 ☐ Recognize and correct sentence fragments and run-on sentences. ☐ Use the correct pronouns to make my writing clear.	Term 3 ☐ Use quotation marks when copying words exactly from the book or to show where a character's words start and end. ☐ Use a comma to separate the character's name
---	--	---	---

Let's End With Self-Regulation: Goal Setting



Teacher says: *Let me look at my goal before I start writing today. That's right- I am going to work on adding more information for each reason. That means I am going to have to go back into the text and mine for more examples. Let me open up my book and get started!*

