

Composing Think-aloud

Think-alouds for composing provide an opportunity to share with students how you develop meaning through written text. This may include how you determine your major message or main idea; how you develop and shape your purpose in relation to the message and the reader; how you help the reader access and use prior knowledge; and how you know when to end your paragraph or passage.

Essentially, you are modeling for students how you develop meaning through text, explicitly explaining and modeling your use of literary devices and organizational plans as you craft your message. This also may include how you think about or approach the task of gathering information for your paragraph or passage.

One of the major instructional purposes for using Composing Think-alouds is to model writing craft and the thoughtful selection of content, organizational patterns, and literary devices; however, our long-range goal is to have students write with this same degree of craft (or better) in shaping their messages. For this goal to be attained, students need many practice opportunities writing for a variety of communication purposes and sharing their own Composing Think-alouds.

1. Concepts addressed from social studies, science, mathematics, other:

2. Concepts and processes represented/modeled from language arts (composing process or strategy announced):

Process Modeled: _____

3. How does the teacher model composing processes or strategies?

- **Connection to curriculum concepts or earlier lessons:**

- **Compose your message using a document camera or overhead projector *or* read aloud the paragraph or passage you have previously developed.**

- **Share with students how and why you craft the passage the way you do. (This is your “think aloud” of the composing process.)**



4. What, if any, student application activity was used?

