

Writing Talk-Aloud Implementation Log

In sharing your **Writing Talk-aloud** with students, you “talk students through” how you used specific attributes to craft your message. The attributes may be something as simple as how the title and opening sentence work together to open the message, or a literacy device such as parallel text structure, or the organizational pattern you used, such as comparison/contrast and enumeration-it all depends on what your students are ready for as writers.

Writing talk-alouds are one more way that we can provide an instructional scaffold to higher literacy for our students.

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

2. Language arts concepts and processes represented/modeled in the text selection:

3. How does the teacher model his or her use of key attributes?

- **Connection to past learning:**

- **Listening activation (e.g., “Listen for how I used...”):**

- **Read your paragraph aloud:**

- **Point out how you used the writing craft and/or organization in your writing. Keep this crisp; stick to only a few things.**



4. Student Application Activity:

Remember, this is to lead the students to do their own Writing Talk-alouds as they learn to use the reading/writing connection. Students need to share regularly—selecting their own models for writing and discussing the attributes they used.

5a. Reflections on the Writing Talk-aloud and organization of the lesson:

5b. Reflections on student response:

Please include a copy of the passage used for your Talk-aloud.



Implementation Data

In the last 5 days, have you worked with your collaborative planning partner to select and rehearse a Writing Talk-aloud?

____ Yes ____ No If "Yes," how many times? ____

In the last 5 days, have you demonstrated a Writing Talk-aloud (with students) for your collaborative partner?

____ Yes ____ No If "Yes," how many times? ____

Questions about using Writing Talk-alouds:

