

Grade 4 Think Aloud: Solving Problems

So, what am I being asked to do here? Let me read the prompt again slowly and carefully. Let me look at my texts again. We just did multiple reads of the texts so I have some ideas of what to write about. Let me think now.

So I need to write about how George faced problems and made good changes. Well, George Washington Carver surely met some challenges. What I am most impressed by is that he kept trying, over and over again to achieve his goals! How should I begin? I feel stuck. There is so much information. What should I do first? I need to first think about what kind of writing I'm doing here. My teacher says that once we know the text type, then we know what kind of writing to do. This looks like informative/explanatory because they want information, not so much my opinion. Hmmmmm, I need to use the mnemonics, POW and TIDE to make it easier to write this article since TIDE helps with this informative/explanatory writing. Those will help. I also have to remember my goals. My goal is to analyze the prompt really carefully and make sure I understand what I'm being asked to do since last time I had difficulty with that part.

First, POW! Let me write POW across the top of my paper to guide my writing process, then TIDE down the side. I'll write T for my topic introduction, ID for important evidence and detailed examination then E for end. First, I have to do P in POW and pick my ideas/pull apart the prompt, organize my ideas, and then, write and say more! For P, I really need to pick my ideas and pull apart the prompt carefully. I need to describe challenges he faced and what he did to help others. OK I can do this. It is a lot to think about but I can do this! Next, I need to organize my ideas. I'll take out some direct quotes as evidence and use careful vocabulary from the articles. I will find good evidence to support each of my ideas. (Model doing this.) Carver wanted farmers to re-use the soil so they could earn better income. That is how he helped.

Now, I'll write! Let me write my introduction first. I want it to be clear, but also really interesting. I'll begin with context and tell the reader who these people were. Let me think again about how to write this in a fun way that the reader will enjoy reading. Now let me write my topic statement. I'll reread it a few times to be sure it is clear and responds to the prompt. OK, T is ready. POW and TIDE help so much. I knew I could do this if I just stuck with it and used good strategies.

Regular Ongoing, Daily Think Alouds:

OK last time I wrote, I forgot to use short phrases or just triggers when I plan. Instead I wrote long phrases and sentences. Argh, it took forever. And then when I peer scored, I saw that a boy in my class only used just one word to hold his thoughts on paper. Can you believe it? Just one word for each part of TIDE! And he got a perfect score. He did so much less work when he planned and was done so quick. I felt really jealous! Then I realized I could do less writing when I plan too! So today I'm all set to use short phrases. Let's see if I can use one word too!

Focused Template for Think Alouds: What Did You Notice Writer Do While Revising?

- Writer used self-talk
- Writer followed steps
- Writer checked for Do What and Big Idea first
- Writer used SCAN (Sense? Connected? Add? Note errors?)
- Writer thought about ARMS (Add, Remove, Move, Substitute)
- Writer checked for vocabulary, sentences and any edits