



# Text Rendering Experience

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*Developed in the field by educators.*

## **Purpose**

To collaboratively construct meaning, clarify, and expand our thinking about a text or document

## **Roles**

A facilitator to guide the process

A scribe to track the phrases and words that are shared

## **Introduction**

Take a few moments to review the document and mark the sentence, the phrase, and the word(s) that you think are particularly important for our work. It can be helpful to number the paragraphs or pages.

## **Process**

It's okay if participants repeat the same sentence, phrase, or word.

### **1. First Round**

Each person shares a *sentence* from the document that she/he thinks/feels is particularly significant.

### **2. Second Round**

Each person shares a *phrase* that she/he thinks/feels is particularly significant. The scribe records each phrase.

### **3. Third Round**

Each person shares the *word* that she/he thinks/feels is particularly significant. The scribe records each word.

### **4. Discuss**

The group discusses what they heard and what it says about the document.

- What new insights have you gained about the text by looking at it in this way?
- What do you think this text is *essentially* about?

### **5. Debrief**

The group debriefs the text rendering process.

## CHALK TALK (Making Thinking Visible)

*Looking at the topical question written on the chart paper:*

- *What ideas come to mind when you consider this idea, question, or problem?*
- *What connections can you make to the others' responses?*
- *What questions arise as you think about the ideas and consider the responses and comments of others?*

**Purpose:** This routine asks learners to consider ideas, questions, or problems by silently responding in writing both to the prompt and the thoughts of others. This "silent conversation" provides learners with time to follow through thoughts without interruption by choosing when they are ready to consider other points of view and make comments. It highlights the notion of building understanding in a collaborative way through putting forward ideas, questioning one another, and developing the ideas further. Since individuals are asked to sign their comments, there is a degree of an anonymity that will free up some learners to take more risk and offer ideas. This activity can also be used for reflection.

### **Steps:**

1. *Set up.* Write (above) prompt on a large sheet of chart paper and place on tables around room. Have markers available. Decide if you wish to assign students to groups or allow them to move freely around the room.
2. *Present the Chalk Talk prompt.* Invite learners to think about their reactions to the prompt and record the ideas and questions. Encourage learners to read and to add to each other's responses with additional comments and questions.
3. *Circulate.* Provide time for learners to circulate around the Chalk Talk paper, reading and adding to the prompts and responses as they build. If working in groups you may want them to stay with one recording sheet for 5 min. to allow conversation to develop. Groups can then rotate en masse to another group's paper, silently reading what is written there, and adding their reactions and questions to the paper.
4. *Facilitate.* May need to prompt the group about the types of responses they can make as they read: connecting ideas, elaborating on others' ideas, commenting on what others have written, asking others to respond with more detail, and so on.
5. *Share the thinking.* If people have rotated as a group, allow them to return to their original starting places to read what others have written on "their" Chalk Talk paper. Ask the group what themes they noticed emerging. What did they see as common issues and reactions? What questions surprise them? Debrief the process itself, asking the group how their thinking developed during the Chalk Talk process.

*Important to monitor the time and keep group apprised of the time.*

## CONNECT / EXTEND / CHALLENGE

*A routine for connecting new ideas to prior knowledge*

<b>CONNECT:</b>	How are the ideas and information presented <b>CONNECTED</b> to what you already knew?
<b>EXTEND:</b>	What new ideas did you get that <b>EXTENDED</b> or pushed your thinking in new directions?
<b>CHALLENGE:</b>	What is still <b>CHALLENGING</b> or confusing for you to get your mind around? What questions, wonderings or puzzles do you now have?

### **Purpose: What kind of thinking does this routine encourage?**

The routine helps students make connections between new ideas and prior knowledge. It also encourages them to take stock of ongoing questions, puzzles and difficulties as they reflect on what they are learning.

### **Application: When and where can it be used?**

The natural place to use the Connect-Extend-Challenge routine is after students have learned something new. It doesn't matter how *much* they have learned – it can be a lesson's worth, or a unit's worth. The routine is broadly applicable: Use it after students have explored a work of art, or anything else in the curriculum. Try it as a reflection during a lesson, after a longer project, or when completing a unit of study. Try using it after another routine!

### **Launch: What are some tips for starting and using this routine?**

This routine works well with the whole class, in small groups or individually. Keep a visible record of students' ideas. If you are working in a group, ask students to share some of their thoughts and collect a list of ideas in each of the three categories. Or have students write their individual responses on post-it notes and add them to a class chart. Keep students' visible thinking alive over time: Continually add new ideas to the lists and revisit the ideas and questions on the chart as students' understanding around a topic develops.

## Strengthening your knowledge about collaboration, continued

### 3-2-1 protocol

Three ideas that are new to me:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

Two questions I have:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

One next action I propose based on what I read:

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# 3-2-1 BRIDGE

*A routine for activating prior knowledge and making connections*

Your initial responses to the topic	Your new responses to the topic
3 Thoughts/Ideas	3 Thoughts/Ideas
2 Questions	2 Questions
1 Analogy	1 Analogy

Bridge:  
Explain how your new responses connect to your initial responses?

**Purpose: What kind of thinking does this routine encourage?**

This routine asks students to uncover their initial thoughts, ideas, questions and understandings about a topic and then to connect these to new thinking about the topic after they have received some instruction.

**Application: When and where can it be used?**

This routine can be used when students are developing understanding of a concept over time. It may be a concept that they know a lot about in one context but instruction will focus their learning in a new direction, or it may be a concept about which students have only informal knowledge. Whenever new information is gained, bridges can be built between new ideas and prior understanding. The focus is on understanding and connecting one’s thinking, rather than pushing it toward a specific outcome.

**Launch: What are some tips for starting and using this routine?**

This routine can be introduced by having students do an initial 3, 2, 1 individually on paper. For instance, if the topic is “democracy,” then students would write down 3 thoughts, 2 questions, and 1 analogy. Students might then read an article, watch a video, or engage in an activity having to do with democracy. Provocative experiences that push students thinking in new directions are best. After the experience, students complete another 3,2,1. Students then share their initial and new thinking, explaining to their partners how and why their thinking shifted. Make it clear to students that their initial thinking is not right or wrong, it is just a starting point. New experiences take our thinking in new directions.