

Tweaking Routines to Increase Rigorous Thinking

Task	Level of Thinking	Tweak	Rigorous Thinking
<p>Round robin reading of a text (taking turns reading a text out loud, usually interrupted by questions posed by the teacher to individual students to ensure students are listening and comprehending the text)</p>	<p>Recite</p>	<p>A partner reading solution Ask students to read the text out loud in pairs using the roles of reader and thinker. The reader will read a passage out loud. After the passage the thinker will <i>describe, connect, wonder</i>: describe what was heard in the passage, connect the new information to either previous reading or experiences by pointing to evidence in the text, and wonder about the text, posing questions that come up related to this passage or wonderings about what will happen next. Then the roles switch for the next passage.</p> <p>A whole group reading solution If whole group round robin reading is needed then while the reading is going on, the rest of the class can complete the routine Check, Add, Question, Star. Students will draw a check mark next to the lines in the text that they are familiar with or have heard before. Students will Add at least one thought that could have been included in this text, Question: students will pose questions that this text raises for them. Star: Students will draw a start next to the part of the text that is most important. Then instead of the teacher posing questions to the whole group, students can use their notes from the routine to talk with a partner and pose questions to the teacher. The teacher can easily check comprehension by asking each student to read the part that they starred.</p>	<p>Summarize Connect Cite evidence Predict</p>

<p>Call out correct homework answers</p>	<p>State</p>	<p>“Homework Rounds” Students sit in small groups, taking turns in a circle, each student says the answer for the first homework problem. If everyone says the same answer, then the group goes on to the next round saying the answer for problem number two. If someone said a different answer for a problem then the group “stops to talk”. When they “stop to talk”, the students determine if multiple answers are correct or if an error has been made. One student in each group is a recorder who will write down the number of any problem that the group “talks about”. When class begins the teacher collects the index card from each group that lists the problems that the group talked about. In a quick glance the teacher can see if several groups had errors with the same problems. The teacher only goes over problems that several groups talked about or questions students have about specific problems.</p>	<p>Compare Investigate Draw conclusions Analyze</p>
<p>Answer questions during/after a movie</p>	<p>Recognize and repeat, cause/effect or summarize</p>	<p>Ask students to think with the information from the movie to solve a problem or create a product. For example, ask students to list the facts from the movie. Based on the factual evidence, ask students to develop an argument or to take a stance or make an assumption. Then ask students to explain the reasoning that supports their argument by using the factual evidence.</p>	<p>Infer Construct Cite evidence</p>

Scavenger hunt	Identify	Add “why is this interesting and useful” to questions asking students to find or recognize important facts.	Distinguish
Copy dates and facts into a timeline	Repeat and arrange	Add “circle the date that is most important” after completing a timeline or “describe an event from a different time period that is a result of these events or connected to these events.”	Critique Connect
Test correction	Match	Include a summary at the end of the test so that students can tabulate correct responses by the number of problems that tested each skill. Students should analyze the results of their own test to identify patterns in their learning and to identify the next learning goals.	Identify patterns
Create a pantomime of a historical time or of a scene from a book	Tell	Ask students to include in their scene a mistake, something that doesn't belong in that time period or make sense for the characters in the story. Ask the audience to identify what happened in the scene and the part that didn't fit. The actors may explain how the part might be changed to fit into the time period or story.	Assess, Compare, Critique
Copy notes from the board	Tell	After copying the notes, ask students to reread their notes and <ol style="list-style-type: none"> 1. <i>Check</i> the ideas that they are familiar with or have heard before. 2. <i>Question</i>: pose questions that a note raises for them. 3. <i>Star</i> the part of the notes that is most important for them to remember. 4. <i>At the end of class or for homework</i>: Add at least one idea or detail from class to the notes and confirm that the star is in the best place. 	Assess, Compare, Critique