

Table 3.1 Thinking Routines Matrix

Routine	Key Thinking Moves	Notes and Brief Description
<i>Chapter Four: Routines for Introducing and Exploring Ideas</i>		
See-Think-Wonder	Describing, interpreting, and wondering	Good with ambiguous or complex visual stimuli
Zoom In	Describing, inferring, and interpreting	Variation of STW using only portions of an image
Think-Puzzle-Explore	Activating prior knowledge, wondering, planning	Good at the beginning of a unit to direct personal or group inquiry and uncover current understandings as well as misconceptions
Chalk Talk	Uncovering prior knowledge and ideas, questioning	Open-ended discussion on paper; ensures all voices are heard, gives thinking time
3–2–1 Bridge	Activating prior knowledge, questioning, distilling, and connection making through metaphors	Works well when students have prior knowledge but instruction will move it in a new direction; can be done over extended time during the course of a unit
Compass Points	Decision making and planning, uncovering personal reactions	Solicits the group's ideas and reactions to a proposal, plan, or possible decision
The Explanation Game	Observing details and building explanations	Variation of STW that focuses on identifying parts and explaining them in order to build up an understanding of the whole from its parts and their purposes
<i>Chapter Five: Routines for Synthesizing and Organizing Ideas</i>		
Headlines	Summarizing, capturing the heart	Quick summaries of the big ideas or what stands out
CSI: Color, Symbol, Image	Capturing the heart through metaphors	Nonverbal routine that forces visual connections
Generate-Sort-Connect-Elaborate: Concept Maps	Uncovering and organizing prior knowledge to identify connections	Highlights the thinking steps of making an effective concept map that both organizes and reveals one's thinking

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Routine	Key Thinking Moves	Quick Notes and Brief Description
Connect-Extend-Challenge	Connection making, identifying new ideas, raising questions	Key synthesis moves for dealing with new information in whatever form it might be presented: books, lecture, movie, and so on
The 4C's	Connection making, identifying key concept, raising questions, and considering implications	A text-based routine that helps identifies key points of complex text for discussion; demands a rich text or book
The Micro Lab Protocol	Focusing attention, analyzing, and reflecting	Can be combined with other routines and used to prompt reflection and discussion
I Used to Think . . . , Now I Think . . .	Reflecting and metacognition	Used to help learners reflect on how their thinking has shifted and changed over time
<i>Chapter Six: Routines for Digging Deeper into Ideas</i>		
What Makes You Say That?	Reasoning with evidence	A question that teachers can weave into discussion to push students to give evidence for their assertions
Circle of Viewpoints	Perspective taking	Identification of perspectives around an issue or problem
Step Inside	Perspective taking	Stepping into a position and talking or writing from that perspective to gain a deeper understanding of it
Red Light, Yellow Light	Monitoring, identifying of bias, raising questions	Used to identify possible errors in reasoning, over-reaching by authors, or areas that need to be questioned
Claim-Support-Question	Identifying generalizations and theories, reasoning with evidence, making counterarguments	Can be used with text or as a basic structure for mathematical and scientific thinking
Tug-of-War	Perspective taking, reasoning, identifying complexities	Identifying and building both sides of an argument or tension/dilemma
Sentence-Phrase-Word	Summarizing and distilling	Text-based protocol aimed at eliciting what a reader found important or worthwhile; used with discussion to look at themes and implications