

The 4 C's

Purpose: To encourage the reading and revisiting of texts in a focused and purposeful way that enables students to delve beneath the surface and go beyond first impressions. This strategy provides students with a structure for text-based dialogue based on making connections, asking questions, identifying key ideas and considering changes in thinking.

Description: After reading a text, students consider 4 different areas for discussion– connections, challenges, concepts and changes - to help clarify their thinking and guide them in making meaning for themselves.

Process:

- Read the selected text before engaging with this strategy.
- Invite the students to share words/phrases from the text that they identify with. Students read the words/phrases they are connecting with and explain their connection.
- Students identify ideas or words/phrases in the text that challenge them. Students read the passage and then explain what questions come to mind when they read this piece of text.
- Briefly review the text and note the key concepts, ideas or message. Invite the students to share their perspectives or feelings about these key ideas. Invite students with similar perspectives to share their reasoning and those with differing perspectives to share their views and reasons.
- At the end of the dialogue, allow students time to reflect on the perspectives and ideas shared during the discussion:
 - Did this help develop a deeper understanding of the text?
 - Were there things that came up in the discussion that surprised you? What were these and why?
 - Did you learn something new or important from the text?
 - Did this change your perspective or understanding of this piece of text? Encourage students to clarify reasons for their answer.

Adapted from: <https://thinkingpathwayz.weebly.com/thinkingroutines.html>



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Connection: What connection did you make with the text?
(text - text, text - self, text - world)

Challenge: What puzzled or challenged you in the text?

Concept: What key concept, idea or message does the author use in the text?

Change: Did the other students' attitudes, actions or thinking change your perspective at the end of the discussion? Explain the reasons for your answer.

