

THE 4C'S (Making Thinking Visible)

After reading a text:

- *Connections: What connections do you draw between the text and your own life or your other learning?*
- *Challenge: What ideas, positions, or assumptions do you want to challenge or argue with in the text?*
- *Concepts: What key concepts or ideas do you think are important and worth holding onto from the text?*
- *Changes: What changes in attitudes, thinking, or action or suggested by the text, either for you or others?*

Purpose: This routine provides learners with a structure for a text-based discussion built around making connections, asking questions, identifying key ideas, and considering application. It encourages the reading and the revisiting of text in a focused, purposeful way that enables readers to delve beneath the surface and go beyond the first impressions. Although originally designed for use with nonfiction text, it can be applied to fiction as well with only minor changes.

Steps:

1. *Set up.* Invite learners to read the selected text either before the session or provide time within the session. After the routine has been learned, is often useful for the learners to know that the 4C's will be the framework for discussing the text. Have the process clearly visible.
2. *Making connections.* After reading the text, invite learners to find passages from the text that they can identify with, either from something that has happened to them or is somehow connected to other learning experiences. Begin group discussions by asking learners to read the passages from the text to which they are connecting. Ask them to explain the connection.
3. *Raise challenges.* Ask learners to find ideas oppositions in the text that, as they read them, raise the red flag for one reason or another. Have them explain what questions came into their minds as they read those ideas.
4. *Note concepts.* Briefly review the text and note key concepts, themes, or ideas. It is appropriate to say "What makes you say that?" To elicit foundation for their ideas.
5. *Identify changes.* Reflect on overall text and think about its implications. What does it suggest or encourage his actions or positions? Identify the changes of thinking that may have occurred as a result of reading.
6. *Share the thinking.*

Although steps are presented in order, it is acceptable to vary them as students become more experienced.

Making Thinking Visible (2011). Ron Ritchhart, Mark Church, Karin Morrison. (Jossey Bass)