

# Thinking Routines Matrix

from Making Thinking Visible by Ron Ritchhart, Karren Morrison & Mark Church.

Routine	Key Thinking Moves	Notes
<b>Routines for Introducing &amp; Exploring Ideas</b>		
<b>See-Think-Wonder</b>	Describing, interpreting, and wondering	Good with ambiguous or complex visual stimuli
<b>Zoom In</b>	Describing, inferring, and interpreting	Variation of STW involving using only portions of an image
<b>Think-Puzzle-Explore</b>	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
<b>Chalk Talk</b>	Uncovering prior knowledge and ideas, questioning	Open-ended discussion on paper. Ensures all voices are heard, gives thinking time.
<b>321 Bridge</b>	Activating prior knowledge, questioning, 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 like the course of a unit
<b>Compass Points</b>	Decision making and planning, uncovering personal reactions	Solicits the group's ideas and reactions to a proposal, plan, or possible decision
<b>Explanation Game</b>	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
<b>Routines for Synthesizing &amp; Organizing Ideas</b>		
<b>Headlines</b>	Summarizing, capturing the heart	Quick summaries of the big ideas or what stands out
<b>CSI: Color, Symbol, Image</b>	Capturing the heart through metaphors	Nonverbal routine that forces visual connections
<b>Generate-Sort-Connect-Elaborate: Concept Maps</b>	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
<b>The 4 C's</b>	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
<b>Micro Lab</b>	Focusing attention, analyzing, and reflecting	Can be combined with other routines and used to prompt reflection and discussion
<b>I used to think</b>	Reflecting and metacognition	Used to help learners reflect on how their thinking has shifted and changed over time
<b>Routines for Digging Deeper into Ideas</b>		
<b>What makes you say that?</b>	Reasoning with evidence	A question that teachers can weave into discussion to push students to give evidence for their assertions
<b>Circle of Viewpoints</b>	Perspective taking	Identification of perspectives around an issue or problem
<b>Step Inside</b>	Perspective taking	Stepping into a position and talking or writing from that perspective to gain a deeper understanding of it
<b>Red Light, Yellow Light</b>	Monitoring, identifying of bias, raising questions	Used to identify possible errors in reasoning, over-reaching by authors, or areas that need to be questioned
<b>Claim Support Question</b>	Identifying generalizations and theories, reasoning with evidence, making counter arguments	Can be used with text or as a basic structure for mathematical and scientific thinking
<b>Tug of War</b>	Perspective taking, reasoning, identifying complexities	Identifying and building both sides of an argument or tension/dilemma
<b>Word-Phrase-Sentence</b>	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.