

# 3-2-1 Bridge

A routine for activating prior knowledge and making connections

## 1 Your initial responses to the topic

3 - Thoughts/Ideas  
2 - Questions  
1 - Analogy

### Bridge

Explain how your  
new responses connect  
to your initial responses.

3 - Thoughts/Ideas  
2 - Questions  
1 - Analogy

Your new  
responses to  
the topic

2





# Active Listening Checklist

## Before Listening - Get Ready to Listen

- You successfully block out distractions  
(E.g., turn off your phone/music, block out other voices around you.)
- You briefly think about what you want or need to learn from your speaker/group members.

## During Listening - Listen from Head to Toe

- You face the speaker(s) and make sure your posture is open.
- You listen with your eyes by watching for facial expressions and gestures that will give you clues about how the speaker feels about what he or she is saying.
- You react to what others are saying through appropriate nonverbal cues, such as nodding or smiling (encouraging facial cues).
- You avoid negative nonverbal cues, such as yawning or crossing your arms.
- You observe nonverbal cues from those you are talking to and react accordingly.
- You avoid interrupting before the speaker has finished talking.
- You stay on task at all times.
- You jot down points you feel important. You can refer to these notes later, after the speaker has finished.
- You keep an open mind and really think about the speaker's ideas; do not just automatically agree or disagree.
- You think about how a speaker sounds. E.g., is the tone sarcastic or serious?
- You try to make predictions based on the structure and organization of the talk/piece.

## After Listening - Responding to the Speaker

- You voice is clear and can be heard
- You use inclusive language so no one feels left out.
- You activate background knowledge by articulating what is known about the topic.
- You visualize while listening and respond by making connections.
- You try to connect what the speaker is saying to personal experiences.
- You ask appropriate questions, which can clarify the message or get more information while encouraging the speaker to keep talking. These types of questions cannot be answered with a simple yes or no.
- You ask for clarification, respectfully, if you are not sure what the speaker has said.
- You avoid sarcasm and put downs.
- You make sure the conversation is not one-sided and all people are getting a chance to talk.
- You let others know that you are not finished speaking by using phrases such as: I have one more thing to add; furthermore; and, in addition.
- You comment on the techniques the speaker uses to bring the topic to life.
- You reflect on what part of the piece/talk had the greatest effect/impact.
- You provide well-chosen relevant evidence to support ideas and arguments.



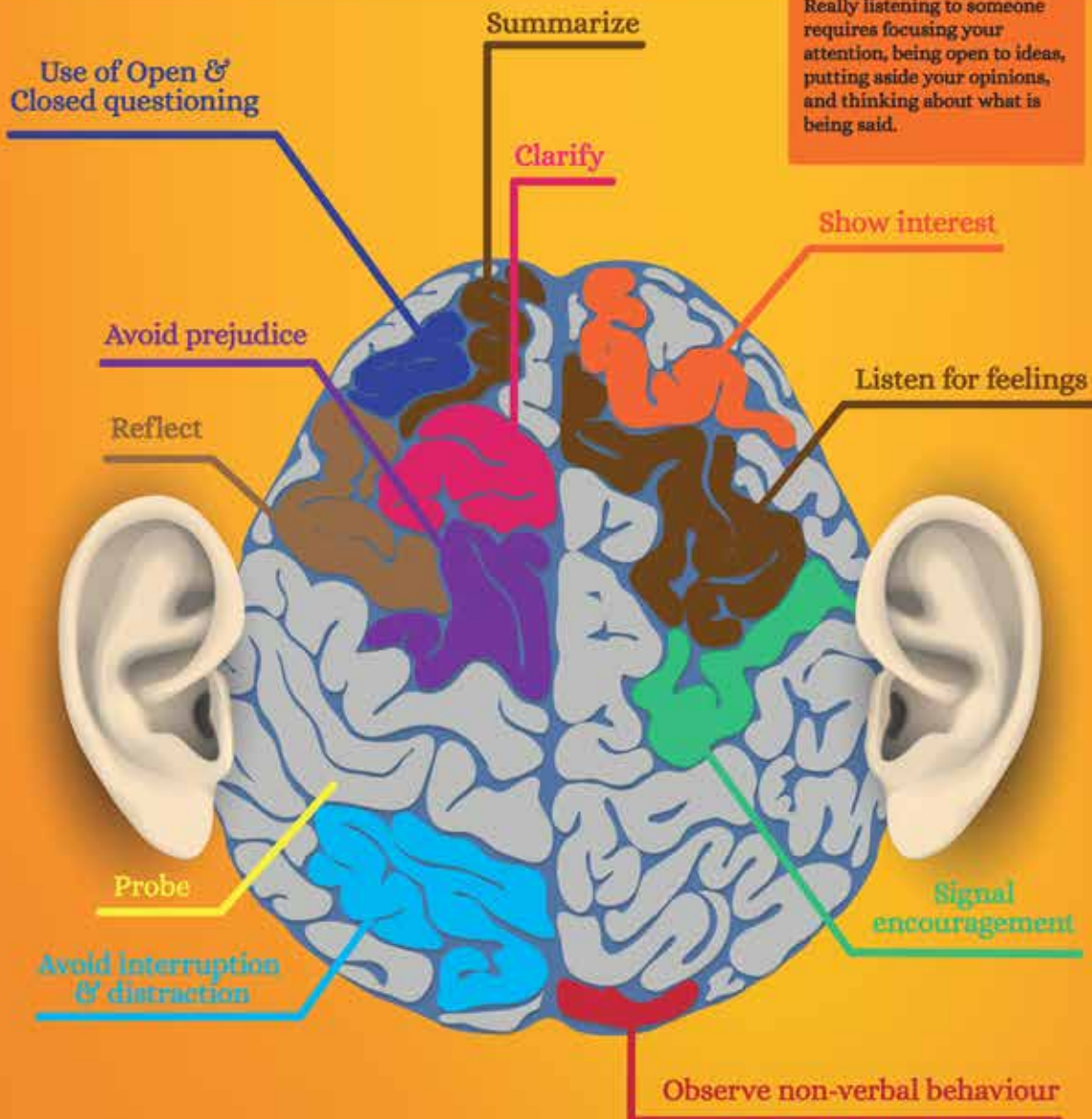
# ACTIVE LISTENING

Listening is easy.  
It takes no effort.

Pay close attention to what a speaker is saying, as well as to his or her verbal or nonverbal cues. It involves your whole body, including your brain, to understand what you are hearing and to keep communication going through give and take. By active listening, you let other people know what they are saying is important.

## MYTH

## FACT



Really listening to someone requires focusing your attention, being open to ideas, putting aside your opinions, and thinking about what is being said.

"You have two ears and one mouth so you should listen twice as much as you speak." ~ P. Bellegarde

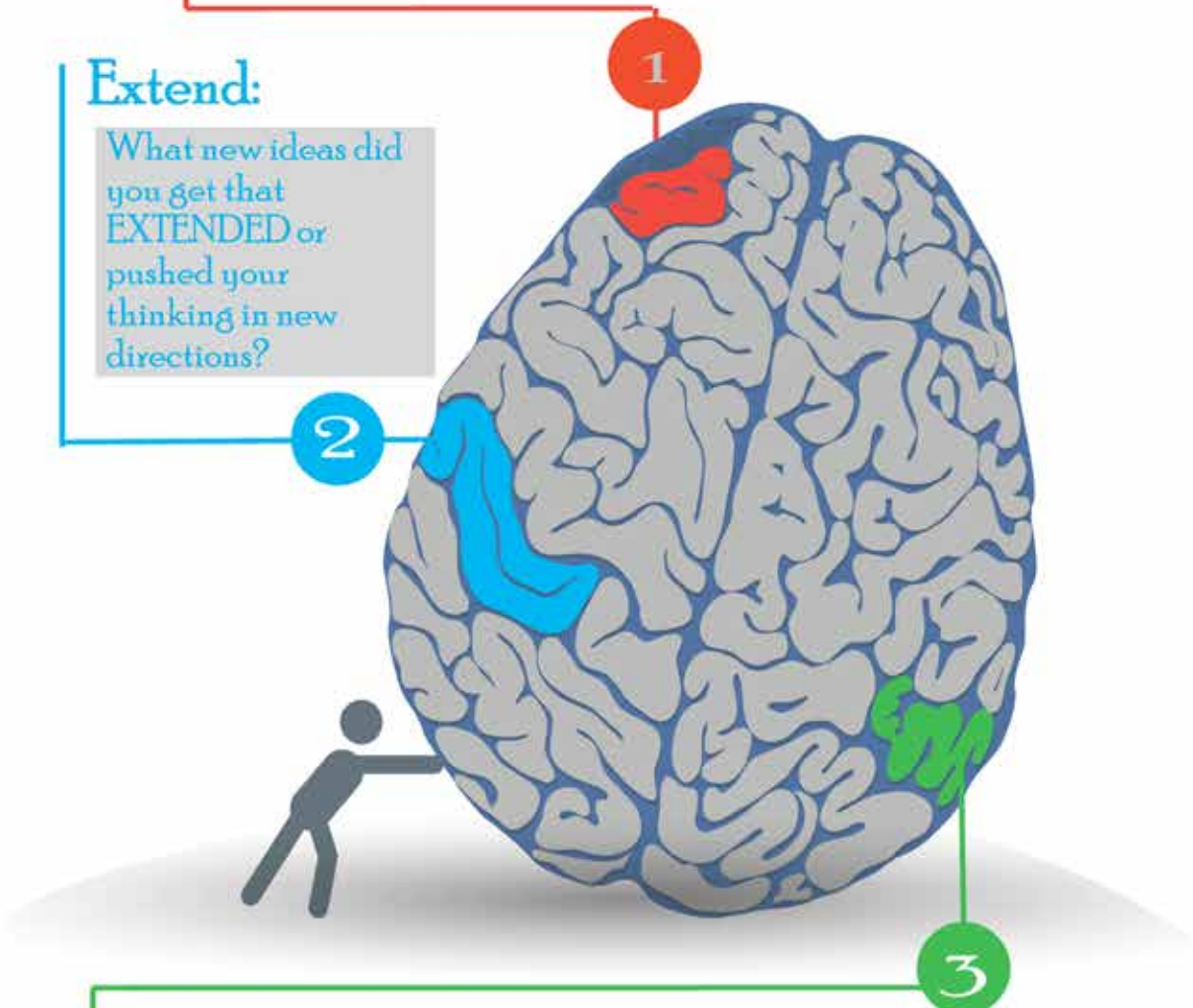
# Connect, Extend, Challenge

A routine for connecting new ideas to prior knowledge

**Connect:** How are the ideas and information presented **CONNECTED** to what you already knew?

**Extend:**

What new ideas did you get that **EXTENDED** or pushed your thinking in new directions?



**Challenge:**

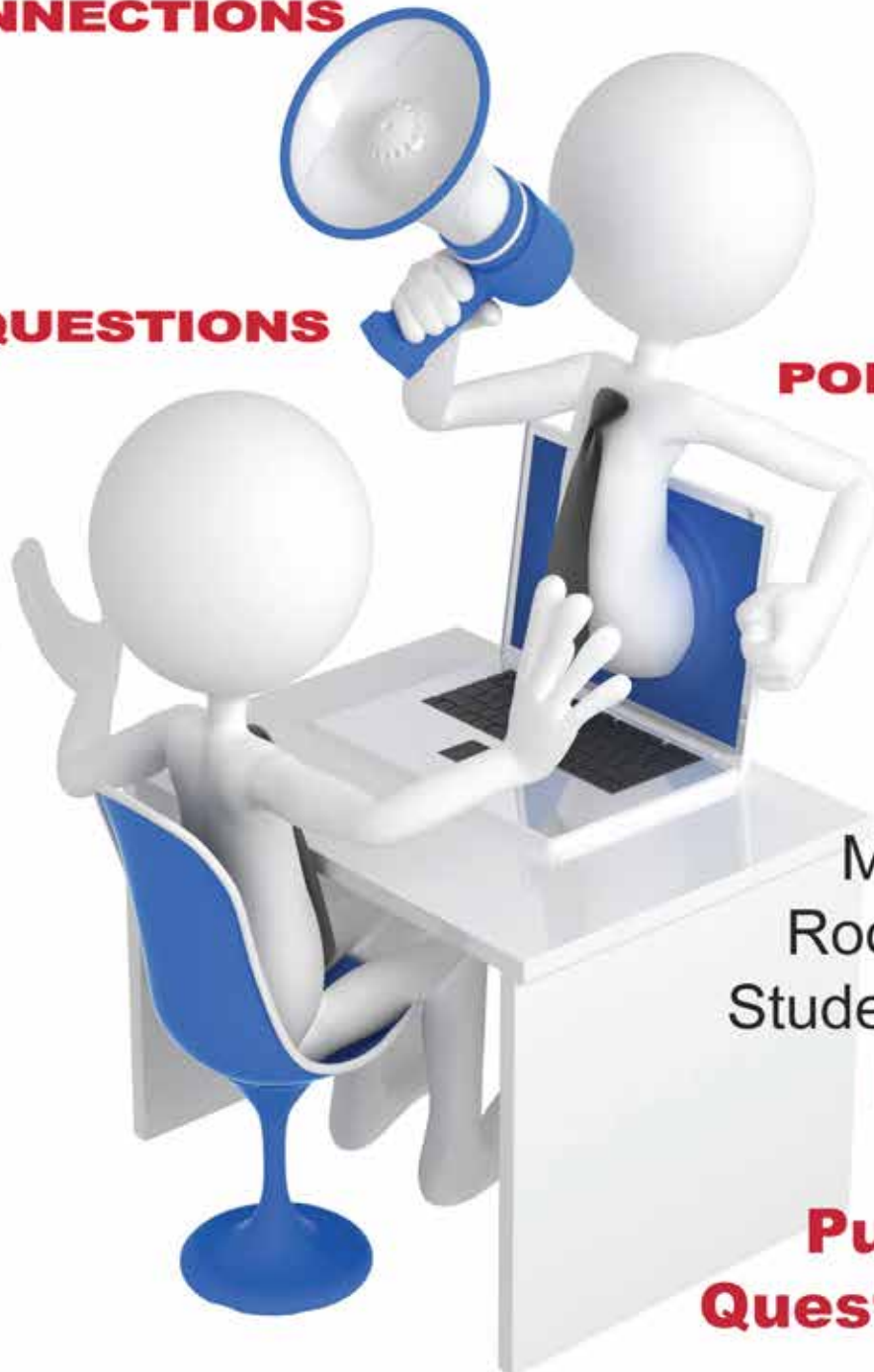
What is still **CHALLENGING** or confusing for you to get your mind around? What questions, wonderings or puzzles do you now have?

# CONNECTIONS, POINTS, QUESTIONS (CPQ) PROTOCOL

**CONNECTIONS**

**QUESTIONS**

**POINTS**



Making  
Room for  
Students to  
**Pose**  
and  
**Pursue**  
**Questions**



# Generate Sort Connect Elaborate

A routine for organizing one's understanding of a topic through concept-mapping

Select a topic, concept, or issue for which you want to map your understanding.



Continue generating, connecting, and elaborating new ideas until you feel you have a good representation of your understanding.

# Helping YOU to Visualize the Text

## Sensory Cues for Visualizing

### 1. Sight



- A. What do you see when you read?
- B. What do the characters see?
- C. What visual images are used to help represent ideas? (Hint: Look for metaphors, similes, and symbols)

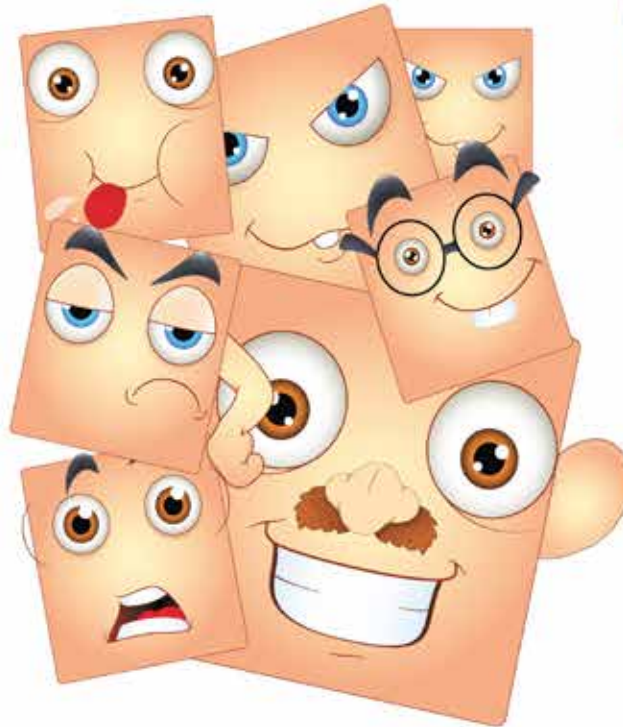
### 2. Sound

- A. What do you hear when you read?
- B. What are the characters saying?
- C. How are the characters speaking?
- D. How does their "tone" affect the way you interpret their words?



### 3. Touch

- A. How is the sense of touch used in the text?
- B. Is "touch" suggested by images? (Hint: Look for metaphors, similes and symbols)



### 4. Smell

- A. What smells are described in the text?
- B. With what smells do you associate the settings or events described in the text?

### 5. Taste

- A. How is taste used to describe?
- B. Of the words salty, sour, bitter, sweet, spicy (savory), or spoiled, which would you use to describe this scene? Why?

## Emotional Cues for Visualizing



### Feeling and Emotions

- A. What feelings or emotions of any characters are described?
- B. What feelings or emotions are the characters trying to hide?
- C. How would you be feeling if you were in the position of one of these characters?



# LAYERS

Each layer consists of  
4 Possible Elements to  
Seek Out and Identify in the Work

A routine for structuring analysis of creative works



## Narrative

1. The story
2. The back or pre-story
3. The other or hidden story
4. The message



## Aesthetic

1. Appeal (What pulls you in?)
2. The reward or take-away
3. The skill/mastery of the artist on display
4. The new/different/unusual



## Mechanical

1. Technique
2. Form/Structure
3. Methods
4. Symbolism



## Dynamic

1. Surprise
2. Tension
3. Emotion
4. Movement



## Connections

1. To other works (in and out of the medium/genre)
2. To history
3. To oneself
4. To the artist's other work or personal life



# Question Starts

A routine for creating thought-provoking questions

**Brainstorm** a list of at least 12 questions about the topic, concept or object. Use these question-starts to help you think of interesting questions:

Why...?

How would it be different if...?

What are the reasons...?

Suppose that...?

What if...?

What if we knew...?

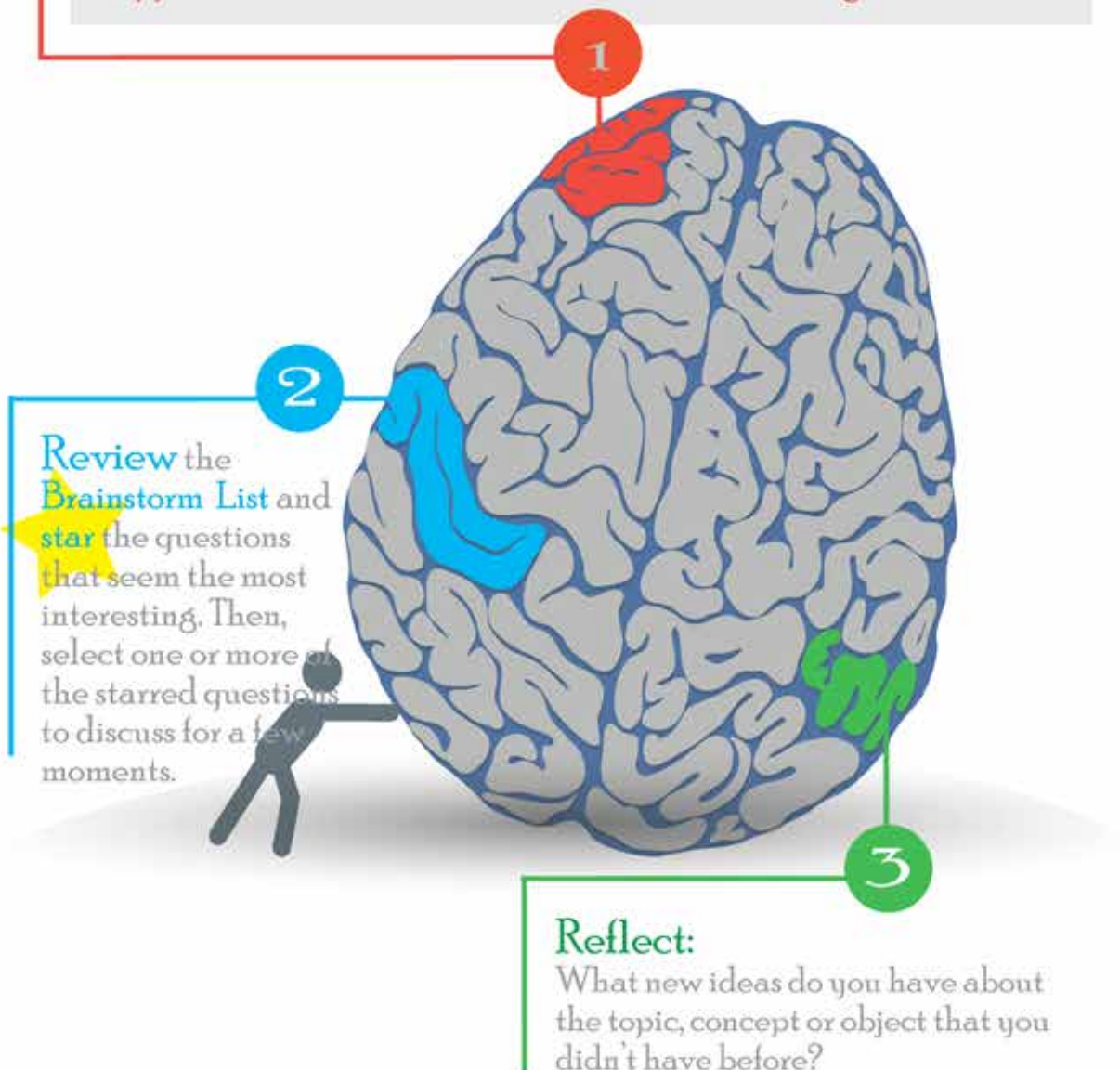
What is the purpose of...?

What would change if...?








**Review** the **Brainstorm List** and **star** the questions that seem the most interesting. Then, select one or more of the starred questions to discuss for a few moments.

**Reflect:**

What new ideas do you have about the topic, concept or object that you didn't have before?

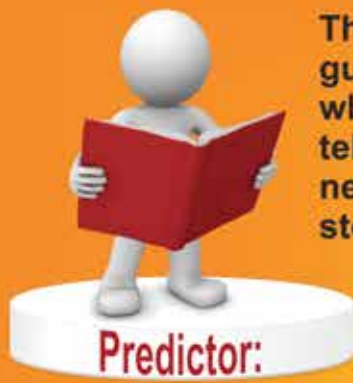


## READING STRATEGIES ANCHOR CHART

STRATEGY	ACTION
 Predict	Determine what you think will happen in the text. Use the title, text, and illustrations to help you.
 Visualize	Create mental images of the characters, setting, and events in the text.
 Question	Stop and ask yourself to see if the text makes sense. Ask questions. Reread the text if you need more information.
 Connect	Think about what you already know about the text. Find ways to relate the text to yourself, other texts, and the world around you.
 Identify	Determine the author's purpose. Find the important details, the main idea, and the themes of the text.
 Infer	Use clues in the text and your own knowledge to fill in the gaps and draw conclusions.
 Evaluate	Think about the text as a whole and form opinion about what you read.



# Reciprocal Reading



The predictor often guesses about what the author will tell next or what the next events in the story will be.

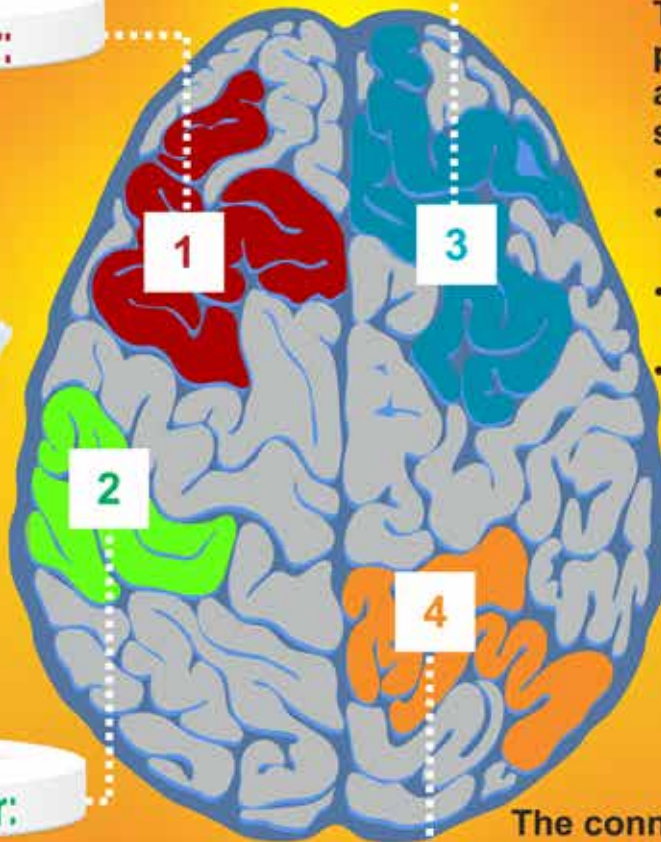


The questioner poses questions about the selection:

- unclear parts
- puzzling information
- connecting to other concepts
- motivations of the author or characters



The summarizer highlights the key ideas in the reading.



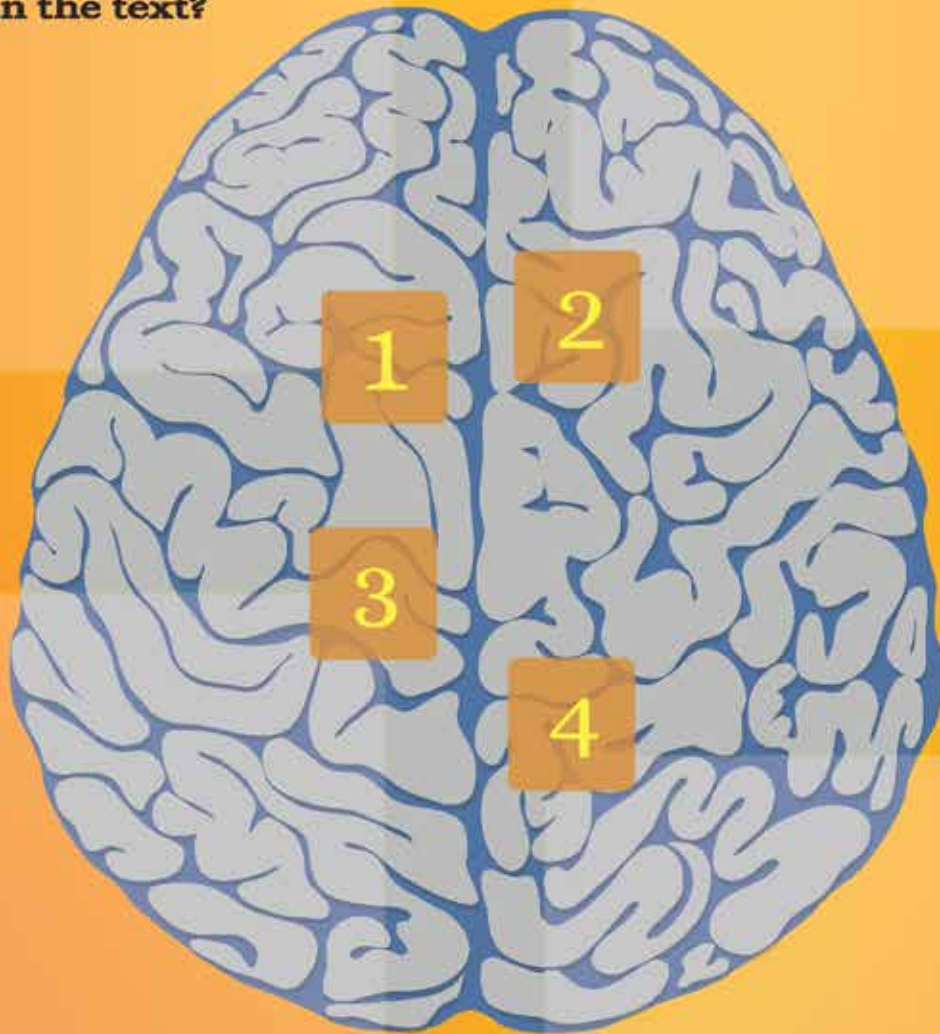
The connector makes a connection between what is read and something outside the reading of this particular segment



# The Four "A's"

What points  
would you  
**ARGUE**?

What do you  
**AGREE**  
with in the text?



What  
**ASSUMPTIONS**  
are implicit?

What  
**ACTIONS**  
can you take?



# Three-Level Questioning Guide

## Questioning Level

## Evidence from Text

### LEVEL ONE



#### On the Lines “right there”

Identify the main ideas

- of the paragraph;
- recall simple details;
- organize the sequence of events

#### EXAMPLES:

- What happened?
- How did...?
- What is...?
- Which...?

### LEVEL TWO



#### Between the Lines “think and search”

Anticipate

- endings/consequences;
- state reasons for events;
- make generalizations

#### EXAMPLES:

- Why did...?
- What do you think about...?
- Can you explain...?
- How was this similar to...?

### LEVEL THREE



#### Beyond the Lines “On My Own”

Make generalizations;

- make judgements;
- make comparisons;
- make decisions;
- create alternate endings

#### EXAMPLES:

- Do you think that...should have...?
- What else could she/you...?
- How would you...?
- Do you agree...?