

## The Text Rendering Protocol

This strategy enables students to collaboratively construct meaning, clarify, and expand their thinking about a text or document.

### Teacher Preparation:

1. Select a text.
2. Determine a method for assigning roles.
3. Make a copy of the note-taking graphic (2-2-2) for each student.

### Lesson Plan:

1. Have students prepare for the activity:
  - Read the text.
  - Mark a *sentence*, a *phrase*, and a *word* that you think is particularly significant to your understanding of this topic.
2. Assign roles:
  - A facilitator to guide the process.
  - A scribe to track the phrases and words that are shared.
3. First Round: Each person shares a *sentence* from the document that he/she thinks/feels is particularly significant.
4. Second Round: Each person shares a *phrase* that he/she thinks/feels is particularly significant.
5. Third Round: Each person shares the *word* that he/she thinks/feels is particularly significant.
6. The group discusses what they learned about the text.
7. The group shares the words that emerged and any new insights about the document.
8. The group debriefs the text rendering process.

Alternate activity; The text can be jigsawed and the activity done in groups. In this case, use the second handout (2-2-3) with the box for recording summary statements shared in the group.

## Text Rendering Protocol Notes

Article: \_\_\_\_\_

Sentence
Phrase
Word

Summary
Connections to personal experience or other knowledge

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Summary statements shared in group
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