

SENTENCE-PHRASE-WORD (Making Thinking Visible)

Good discussion group tool to review text and then select:

- *Sentence that was meaningful to you, that you felt captures the core idea of the text.*
- *Phrase that moved, engaged, or provoked you.*
- *Word that captured your attention or struck you as powerful.*

As a group, discuss and record your choices. Begin by sharing your words, then phrases, then sentences. Explain why you made the selections you did. Looking at your group's collective choices of words, phrases, and sentences, reflect on the conversation by identifying:

- *What themes emerge?*
- *What implications or predictions can be drawn?*
- *Were there aspects of the text not captured in your choices?*

Purpose: This structure for a conversation can be used as both a discourse and thinking routine. It helps learners engage with and make meaning from text with a particular focus on capturing the essence of the text or "what speaks to you." However, the power and promise of this routine lies in the discussion of why a particular word, a single phrase, and a sentence stood out for each individual in the group as a catalyst for discussions.

Steps:

1. *Set up.* Give time to read selected texts in advance unless text is short and can be read on spot. Encourage active reading and highlighting. Not necessary to read with Sentence-Phrase-Word protocol in mind.
2. *Select a sentence-phrase-word.* Ensure what is selected is meaningful to the reader.
3. *Share selections.* In groups of 4 to 6 people, ask learners to share and record their choices, explaining why they selected them. Sharing and discussion should occur in rounds, so the discussion is facilitated. First participant shares a sentence and explains why she chose it, inviting others to comment and discuss. The sentences recorded and then the next person shares, records, and discusses until everyone has their turn. The group then moves to phrases and finally to words.
4. *Invite reflection on the conversation.* Each group looks at its documented responses. They identify common themes that emerge from these responses and then the implications and/or predictions they suggested. Finally the group identifies any aspects of the text that were not represented in their choice of sentences, phrases, and words.
5. *Share the thinking.* Post documentation from all the groups. Allow time to look at the sentences, phrases, and words chosen and the themes and implications drawn. Invite each group member to reflect briefly on his or her current understanding of the text and how using the routine contributed to his or her understand understanding of it.

It is not essential to complete all three steps to achieve the purpose, sentence and word okay.

Sentence – Phrase – Word

Text Title/Pages: _____

<p>SENTENCE p. ____ Identify a <u>sentence from the text</u> that is meaningful to you and helped you gain a deeper understanding of the text.</p>	<p>PHRASE p. ____ Identify a <u>phrase from the text</u> that moved, engaged, provoked, or was in some way meaningful to you.</p>	<p>WORD p. ____ Identify a <u>word from the text</u> that has either captured your attention or struck you as powerful.</p>
<p>WHY did you choose this sentence?</p>	<p>WHY did you choose this phrase?</p>	<p>WHY did you choose this word?</p>

Sentence: Record a sentence that was meaningful to you and helped you gain a deeper understanding of the text.

Phrase: Record a phrase that moved, engaged, or provoked you.

Word: Record a word that captured your attention or struck you as powerful.