

# The 4C's

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 on to from the text?
- **Changes:** What changes in attitudes, thinking, or action are 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.

Synthesising  
& Organising  
Ideas

## **PURPOSE**

*What kind of thinking does this routine encourage?*

This routine encourages the reading and revisiting of texts in a focused, purposeful way that enables readers to delve beneath the surface and go beyond first impressions. Each step asks for a different thinking move that corresponds to the kinds of active, thoughtful reading teachers want all readers to do.

## **APPLICATION**

*When and where can it be used?*

Use this routine:

- ☐ With Nonfiction texts
- ☐ With adjustments for Fiction texts
  - ☐ Draw the connection you made.
  - ☐ What didn't you agree with in the text?
  - ☐ What was most important to you in the story?
  - ☐ Did you learn something new or important from the story?

## **ASSESSMENT**

*How can I use this routine as an assessment?*

The choices learners make for their connections, challenges, concepts and changes give insights into both their understanding of the text and their ability to see the themes in a wider context.

- ☐ Are the connections related only to personal experiences?
- ☐ What sorts of questions are they posing when challenging ideas or concepts?
- ☐ Are they identifying big ideas or universal themes?
- ☐ Can they differentiate key concepts from those less important?

Adapted by Alice Vigors 2017

## **LAUNCH**

*What are the steps needed for starting and using this routine?*

1. **Set up** → Read the selected text before engaging in this routine.
2. **Make Connections** → Find passages from the text they identify with. Begin group discussions by asking learners to read the passage to which they are connecting and explain their connection.
3. **Raise Challenges** → Find ideas or positions in the text that raised a red flag for one reason or another. These might be things they did not agree with or want to challenge. Begin group discussions by asking learners to read the passage and then explain what questions came to mind.
4. **Note Concepts** → Briefly review the text and note the key concepts, themes or ideas. Elicit the foundation for their ideas with *What makes you say that?*
5. **Identify Changes** → Reflect on the overall text and think about its implications. *If we take the text seriously, what does it suggest as actions or positions?* Learners need to be able to give reasons for and justify their responses.
6. **Share the thinking** → Take a moment at the end of the discussion to debrief the conversation:
  - ☐ How did the structure help learners to develop a deeper understanding of the text?
  - ☐ Was it difficult to find material for any of the 4C's?
  - ☐ Were there things that came up in the discussion that surprised you?