

# Rank-Talk-Write

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## Purpose

This protocol, adapted from Pause, Star, Rank in Himmele and Himmele's *Total Participation Techniques* (2011), allows students to actively review their notes about new concepts as well as analyze and discuss the importance of key ideas they identify.

## Materials

- White board/chart paper/poster paper
- Writing implements
- Notepaper

## Procedure

1. During or after reading a text, students independently write a summary sentence for each key idea or concept they identify.
2. Students then rank the summary sentences in order of importance (“1” next to most important, “2” and “3” next to the second and third most important summaries of each concept).
3. In groups, students share out the concepts they ranked, explaining why they ranked each concept as they did in terms of importance.
4. Each group determines which concept they think is most important and discusses the best summary sentence for that idea or concept.
5. A scribe from the group writes the summary sentence of the idea or concept on a white board, piece of chart paper, or large blank page.
6. Small groups share their summary sentence with the large group.

## Variations

- Provide the summary sentences to be ranked for the students.
- Provide the summary sentences to be ranked for the students, and include at least one that is inaccurate or off the mark as a formative assessment of how students respond to the erroneous information.

## References

Himmele, P., & Himmele, W. (2011). *Total participation techniques: Making every student an active learner*. Alexandria, VA: ASCD.