**Three “3-Minute Papers”**

**(**Adapted from Bay Area Writing Project)

**Step One:** *Solo Reading Task*. Students read for the big ideas and highlight quotes that strike them as important or make them think.

**Step Two:** *3-Minute Papers***.** Students write three “3-minute” papers in their notebooks summarizing the reading selection being discussed.

***3-Minute Paper # 1*:** Students write a brief statement for each sentence starter.

The author explains\_\_\_\_\_\_\_\_\_\_. The author describes \_\_\_\_\_\_\_\_\_\_. The author questions \_\_\_\_\_\_\_\_\_\_.

(Ask students to skip a few lines)

***3-Minute Paper # 2*:** Students review what they highlighted and thought was important and pick one quote

that really makes them think. Then students write about “why this quote makes you think”.

The author’s statement “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,” makes me think about/wonder \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The author’s point, “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,” suggests that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(Ask students to skip a few lines)

***3-Minute Paper # 3*:** Students finish the statement:

The author probably believes that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Step Three:** *Notebook Exchange*.

1. Students exchange notebooks and read each other’s 3-minute papers.
2. Students **highlight** one line they found interesting and/or helped them add to their understanding of the text. The line can come from any of the three papers.
3. Students write a sticky-note response, explaining why he/she found that particular line to be of interest.

Dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

Your statement/thoughts about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are interesting because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Your statement/thoughts added to my thinking because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Step Four:** Students participate in academic conversations to share their learning.

**This activity addresses the following Common Core Anchor Standards:**

* **CCR.Reading Standard 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
* **CCR.Speaking & Listening Standard 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
* **CCR.Language Standard 6:** Acquire and use a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level…