

MLR1: Stronger and Clearer Each Time

This routine is intended to help students develop their ideas and language. It is a structured opportunity for students to refine both their ideas and their verbal or written expression of those ideas. This routine is adapted from Jeff Zwiers and his colleagues ([2017](#)).

Facilitation

1. Give students 2–3 minutes of time to think quietly and to write or draw a first draft. It is not necessary that students finish this draft before moving to the next step.
2. Invite students to share their response with a partner. Partners should take turns sharing their response and giving feedback.


It may be helpful to provide pairs with prompts for feedback that will help their partner strengthen their ideas and clarify their use of language. For example:

- *What do you mean when you say _____?*
- *Can you describe that another way?*
- *How do you know that _____?*
- *Could you justify that differently?*

Repeat Step 2 several times until each student has met with 2–3 different partners.

3. Invite students to write a second draft, borrowing language and ideas from their partner discussions. This second draft should be stronger (with more or better evidence) and clearer (more precision, organization, etc.) than the first.
4. If time allows, consider asking students to compare their first and second drafts.

Notes

- This routine in full can take 15 minutes of class time. It is possible to use abbreviated versions with fewer structured pair meetings.
- This routine is particularly useful when students are making sense of or describing a key idea in a lesson, such as during a key discussion screen  or lesson synthesis.