

## Speaking and Listening Protocols

The five protocols below are introduced throughout the program. They are used to scaffold and structure different speaking and listening engagements to foster comprehension and understanding. The protocols, which grow in complexity across the year, are stepped out and organized here to support your facilitation and monitoring of students' conversations. Review these protocols so you can seamlessly integrate them into instruction.

- 1. Turn and Talk: I Think...**
- 2. Turn and Talk: Because...**
- 3. Turn and Talk: Why Do You Think That?**
- 4. Build Up an Idea**
- 5. Build Knowledge/Culminating Task**

### Additional Protocols

- Turn and Talk: I wonder...
- My Partner Said (K-1)
- Turn and Talk: Connections
- Preview. Predict. Prove.
- Character Reflections
- Information Reflections
- How to Model Any Protocol

### Protocol Complexity Builds Across the Year

	<b>Turn and Talk: I Think...</b>	<b>Turn and Talk: Because...</b>	<b>Build Knowledge/ Culminating Task</b>	<b>Turn and Talk: Why Do You Think That?</b>	<b>Build Up an Idea</b>
<b>Units 1-3</b>	X	X	X		
<b>Units 4-7</b>	X	X	X	X	
<b>Units 8-10</b>			X	X	X

## Turn and Talk: I Think...

### Step 1: State Opinion or Idea

- Partner A states their idea or opinion.
- *I think \_\_\_\_\_.*
- *My favorite part was \_\_\_\_\_.*
- *I didn't like when \_\_\_\_\_.*
- *I liked when \_\_\_\_\_.*

### Step 2: State Opinion or Idea

- Partner B states their idea or opinion.
- *I think \_\_\_\_\_.*
- *My favorite part was \_\_\_\_\_.*
- *I didn't like when \_\_\_\_\_.*
- *I liked when \_\_\_\_\_.*

### Supporting Think-Speak-Listen Bookmarks

- Share an Idea



### Best for use in Units 1-3 during:

- Activate Prior Knowledge: Turn and Talk
- Turn, Talk, Listen
- Guided Practice
- Connect to Knowledge Turn and Talk
- Share and Reflect
- Begin the Knowledge Blueprint
- View and Discuss Multimedia
- Constructive Conversation: Partner

## Turn and Talk: Because...

### Step 1: State Opinion or Idea with Rationale

- Partner A states their opinion or idea and includes a reason.
- *I think \_\_\_\_ because \_\_\_\_.*

### Step 2: State Opinion or Idea with Rationale

- Partner B states their opinion or idea and includes a reason.
- *I think \_\_\_\_ because \_\_\_\_.*

**Extension:** Respond to partner's statement by agreeing or disagreeing.

### Supporting Think-Speak-Listen Bookmarks

- Share an Opinion
- Express Agreement



### Best for use in Units 1-3 during:

- Activate Prior Knowledge: Turn and Talk
- Turn, Talk, Listen
- Guided Practice
- Connect to Knowledge Turn and Talk
- Share and Reflect
- Begin the Knowledge Blueprint
- View and Discuss Multimedia
- Constructive Conversation: Partner

## **Turn and Talk: Why Do You Think That?**

### **Step 1: State**

- Partner A states their opinion or idea.
- *I think \_\_\_\_.*

### **Step 2: Ask for Rationale**

- Partner B asks Partner A to provide a rationale.
- *Why do you think that?*

### **Step 3: Provide Rationale**

- Partner A provides rationale with evidence or elaboration.
- *I think that because \_\_\_\_.*

### **Step 4: Respond**

- Partner B responds to Partner A's rationale.
- *I agree because \_\_\_\_\_. Or I disagree because \_\_\_\_\_.*

### **Step 5: What do you think?**

- Partner A asks for Partner B's opinion or idea.
- *What do you think?*
- Repeat Steps 2-4.

#### **Supporting Think-Speak-Listen Bookmarks**

- Ask Others for Ideas
- Share an Opinion
- Ask Others for Their Opinion
- Express Agreement



#### **Best for use in Units 4-7 during:**

- Activate Prior Knowledge: Turn and Talk
- Turn, Talk, Listen
- Guided Practice
- Connect to Knowledge Turn and Talk
- Share and Reflect
- Begin the Knowledge Blueprint
- View and Discuss Multimedia
- Constructive Conversation: Partner

## **Build Up an Idea**

### **Step 1: Express**

- Express an idea or ask others to express one.
- *I think...*
- *What do you think?*

### **Step 2: Clarify**

- Clarify the idea or ask others for clarification.
- *What I meant was...*
- *I'm not sure I understand. Can you repeat that?*
- *Can you explain that another way?*

### **Step 3: Support**

- Support the idea, or ask others to support it using reasons, evidence, examples, and explanation.
- *I agree, here's another example.*
- *Can you show me where to find that in the text?*
- *Why do you think that?*

#### **Supporting Think-Speak-Listen Bookmarks**

- Ask Others for Ideas
- Share an Opinion
- Ask Others for Their Opinion
- Express Agreement



#### **Best for use in Units 8-10 during:**

- Guided Practice
- Connect to Knowledge Turn and Talk
- Share and Reflect
- Constructive Conversation: Partner

## **Build Knowledge/Culminating Task**

### **Step 1: Recount or Summarize the Text**

- Recount or retell fiction text.
- *In the beginning . . .*
- *In the middle . . .*
- *In the end . . .*
- Summarize Nonfiction text.
- *The main idea is . . .*
- *The most important details are . . .*

### **Step 2: Explain How the Text/s Support the Enduring Understanding**

- Support the idea, or ask others to support it using reasons, evidence, examples, and explanation.
- *I agree, here's another example.*
- *Can you show me where to find that in the text?*

### **Step 3: Clarify**

- Clarify the idea and ask others for clarification.
- *What I meant was...*
- *I'm not sure I understand. Can you repeat that?"*
- *Can you explain that another way?*
- *Why do you think that?*

#### **Supporting Think-Speak-Listen Bookmarks**

- Ask Others for Ideas
- Share an Opinion
- Ask Others for Their Opinion
- Express Agreement
- Compare and Contrast Informational Text
- Compare and Contrast Story Characters



#### **Best for use in Units 1-10 during:**

- Build Knowledge/Culminating Task

## **Turn and Talk: I Wonder...**

### **Step 1: View. Preview. Or Read**

- View an image, preview a text, or respond after reading part of a text.

### **Step 2: Wonder**

- Generate wonderings.

### **Step 3: Share and Document**

- Share with a partner or with the class.
- *I wondered why \_\_\_\_.*
- *What made you think that?*
- *I wondered that because \_\_\_\_.*
- *What do you think?*
- (Teacher charts responses)

### **Step 4: Confirm**

- Confirm wonderings, answer wonderings, or clarify wonderings as the teacher continues reading or students learn more about a topic.

#### **Supporting Think-Speak-Listen Bookmarks**

- Share an Idea
- Ask Others for Ideas
- Share an Opinion
- Ask others their opinion



#### **Best for use in Units 5–10**

- Use in any lesson for variety.

## **My Partner Said**

### **Step 1: Share Thinking**

- In pairs, students share their thinking about what was read.

### **Step 2: Restate in Your Own Words**

- After talking with partners, they share what their partner said with the class.

### **Variation**

- After partners share with each other they form groups of four. They can only share something their partner said—not their own ideas. So, in the larger group, each person would say something like “My partner Allan said \_\_\_\_\_.”

#### **Supporting Think-Speak-Listen Bookmarks**

- Ask Others for Ideas
- Share an Opinion
- Ask Others for Their Opinion
- Express Agreement



#### **Best for use in Units 5–10**

- Use in any lesson for variety.



## Turn and Talk: Connections

### Step 1: Connect

- Partner A states their connection.
- *I made a connection to \_\_\_\_.*

### Step 2: Ask

- Partner B asks for more information.
- *How did you make that connection?*
- *What do you know about that?*
- *What is similar about those two things?*

### Step 3: Explain

- Partner A explains.
- *I know about \_\_\_\_, and it helped me understand \_\_\_\_.*

#### Supporting Think-Speak-Listen Bookmarks

- Ask Others for Ideas
- Share an Opinion
- Ask Others for Their Opinion
- Express Agreement
- Compare and Contrast Informational Text
- Compare and Contrast Story Characters



#### Best for use in Units 5–10

- Use in any lesson for variety.

## **Preview. Predict. Prove.**

### **Step 1: Preview**

- Preview a text.

### **Step 2: Predict**

- Predict what the text might be about or what might happen.

### **Step 3: Prove**

- While reading or listening to a text read aloud, look for evidence to prove or disprove prediction.

### **Step 4: Discuss**

- After reading, engage in a discussion about why or how the prediction was confirmed or not.
- *My prediction was \_\_\_\_.*
- *I made the prediction because \_\_\_\_.*
- *It turned out the prediction was [correct or not correct].*
- *I know this because in the text it stated \_\_\_\_.*
- *What was your prediction?*

#### **Supporting Think-Speak-Listen Bookmarks**

- Share an Idea
- Ask Others for Ideas
- Clarify an Idea
- Ask Others to Clarify an Idea



#### **Best for use in Units 5–10**

- Use in any lesson for variety.

# Character Reflections

### Step 1: Reflect

- Reflect on a primary character and jot words or phrases that reflect their thinking about the character.

### Step 2: Share

- Share with partners and tell why they selected those words using evidence from the text.

### Step 3: Extend

- Extend by creating a team list poem, in which the words and phrases from various teams are organized into a list.

### Supporting Think-Speak-Listen Bookmarks

- Share an Opinion
- Ask Others for Their Opinion
- Ask Others for Ideas
- Clarify an Idea
- Ask Others to Clarify an Idea
- Express Agreement
- Ask about Key Ideas and Details in Literature



### Best for use in Units 5–10

- Use in any lesson for variety.

## Information Reflections

### Step 1: Reflect

- Reflect on what they learned from an informational text or texts.

### Step 2: Share

- Share with partners and explain what they learned.

### Step 3: Extend

- Add thinking to a class anchor chart or use the information to add to the class Knowledge Blueprint.

#### Supporting Think-Speak-Listen Bookmarks

- Share an Opinion
- Ask Others for Their Opinion
- Ask Others for Ideas
- Clarify an Idea
- Ask Others to Clarify an Idea
- Express Agreement
- Ask about Key Ideas and Details in Informational Text



#### Best for use in Units 5–10

- Use in any lesson for variety.

# How to Model Any Protocol

People learn best when they can “see” what is expected. Therefore, modeling is embedded throughout the program. The Review and Routines Unit includes examples of modeling specific listening and speaking protocols. Provided below are steps you can use to model any protocol. Use these steps in Units 1- 10 when protocols are introduced or when you think students would benefit from reteaching.

### Step 1: State the Name of the Protocol

- *The protocol we are going to learn today is \_\_\_\_\_.*

### Step 2: Tell Why It is Important and When It Can Be Used

- *This protocol is important because it helps you \_\_\_\_\_. We use this protocol \_\_\_\_\_.*

### Step 3: Review the Steps

- List the steps.

### Step 4: Demonstrate

- Choose a student or students to help. Take students through the steps.

### Step 5: Review the Steps

- *Remember, the steps are \_\_\_\_\_.*

### Step 6: Review Why It is Important and When It Can Be Used

- *The protocol helps \_\_\_\_\_ and you can use it whenever you \_\_\_\_\_.*