

Speaking and Listening Protocols

The six 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. Student-Generated Questions**
- 5. Build Up an Idea**
- 6. 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

| | Turn and Talk: I Think | Turn and Talk: Because | Build Knowledge/ Culminating Task | Turn and Talk: Why Do You Think That? | Student Generated Questions | Build Up an Idea |
|-------------------|-----------------------------------|-----------------------------------|--|--|--|-----------------------------|
| Units 1-3 | X | X | X | | | |
| Units 4-7 | | | X | X | X | |
| Units 8-10 | | | X | 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: What do you think?

- Then Partner A asks Partner B for their idea or opinion.
- *What do you think?*
- *What's your ____?*

Step 3: 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
- Constructive Conversations: Partner
- View and Discuss Multimedia
- Share and Reflect
- Partner Share

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: What do you think?

- Then Partner A asks Partner B for their idea or opinion.
- *What do you think?*
- *What's your ____?*

Step 3: 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
- Constructive Conversations: Partners
- View and Discuss Multimedia
- Share and Reflect
- Partner Share

Turn and Talk: Why Do You Think That?

Step 1: State

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

Step 2: 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 response to Partner A's rationale.
- *I agree because ____.*
- *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 4-10 during:

- Activate Prior Knowledge Turn and Talk
- Turn, Talk, Listen
- Guided Practice
- Connect to Knowledge Turn and Talk
- Constructive Conversations: Partners
- Constructive Conversations: Peer Groups
- View and Discuss Multimedia
- Share and Reflect

Student-Generated Questions

Step 1: Develop a Question

- Pause at the end of the selection and ask students to reflect in silence and consider one question they have about the selection.

Step 2: Partner Share

- Partners share their questions.

Step 3: Class Share and Document

- Students share questions with the class.
- Teacher records the questions and notes the question focus (e.g., meaning, vocabulary, author's purpose, etc.).

Step 4: Choose and Discuss

- Teacher and students choose one or more questions to think about and answer together.

Supporting Think-Speak-Listen Bookmarks

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



Best for use in Units 4-10 during:

- Turn, Talk, Listen
- Connect to Knowledge Turn and Talk
- Constructive Conversations: Partners

Build Up an Idea

Step 1: State

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

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
- Compare and Contrast Informational Text
- Compare and Contrast Story Characters



Best for use in Units 4-10 during:

- Guided Practice
- Connect to Knowledge Turn and Talk
- Constructive Conversations: Partners
- Constructive Conversations: Peer Groups
- Share and Reflect

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
- Express Ideas and Key Details
- Clarity and Idea



Best for use in Units 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.

Supporting Think-Speak-Listen Bookmarks

- Share an Idea
- Ask Others for Ideas
- Share an Opinion
- Ask Others Their Opinion



My Partner Said

Step 1: Share Thinking

- In pairs, share thinking about what was read.

Step 2: Restate in Your Own Words

- After talking with partners, share what your 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



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



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 is stated ____.*
- *What was your prediction?*

(Use during first reading mini lessons when students think about what a text might be about.)

Supporting Think-Speak-Listen Bookmarks

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



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 list poem, in which the words and phrases from various teams are organized into a list.

Step 4: Discuss

- 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.

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



Informational 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 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



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 _____.*