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 are stepped out and organized here to support facilitation and monitoring of students' conversations. The protocols in Grade 2 build on the speaking and listening opportunities from Grades K-1, including four additional protocols that spiral throughout the grade. Rigor increases as the in text and task complexity grows. Review these protocols so you can seamlessly integrate them into instruction.

1. **Turn and Talk: Because**
2. **Annotate, Pair, Share**
3. **Share/Reflect**
4. **Build Up an Idea**
5. **Small Group Discussion**
6. **Build and Demonstrate Knowledge/Culminating Task**

Additional Protocols

- Turn and Talk: Why Do You Think That?
- Preview. Predict. Prove.
- Student-Generated Questions
- Turn and Talk: Connections
- Build Up and Idea Plus
- Character Reflections
- Information Reflections
- How to Model Any Protocol

Protocol Complexity Builds Across the Grades

	Grade K	Grade 1	Grade 2
Turn and Talk: Because	X	X	
Build Up an Idea	X	X	X
Build and Demonstrate Knowledge/Culminating Task	X	X	X
Small Group Discussion			X
Share/Reflect			X
Annotate, Pair, Share			X

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 a partner's statement by agreeing or disagreeing.

Think-Speak-Listen Flipbook

- Share and Opinion or Idea (1a)
- Clarify Ideas (2)
- Ask Others to Clarify Ideas (2)
- Support Ideas with Reasons (3a)
- Support Ideas with Evidence (3a)
- Support Ideas with Examples (3a)

Best for use during:

- Real World Perspectives: Turn and Talk
- Guided Practice
- Connect Skills to Knowledge: Turn and Talk
- Constructive Conversation: Partner

Annotate, Pair, Share

Step 1: Prompt

- Read or listen to the prompt or text evidence question(s).

Step 2: Read and Annotate

- Read and annotate the text, based on the prompt, to support understanding of the Enduring Understandings.

Step 3: Pair

- Work with another person or in a small group.

Step 4: Share

- Review annotations with a partner.
- Discuss why annotations were done and how they supported comprehension or the ability to answer the prompt.
- Share with class.

Extension: After full class discussion, partners can regroup to discuss if their thinking has changed.

Think-Speak-Listen Flipbook

- Describe the Purpose of the Text (1b)
- Analyze Text Organization and Features (1b)
- Pose Questions about Informational Texts (1b)
- Describe Author's Purpose, Theme, or Lesson (1c)
- Describe Characters and Their Changes (1c)
- Talk About How and Why the Author Wrote the Text A Certain Way (1c)
- Pose Questions About Literature (1c)

Best for use during:

- Guided Practice
- Connect Skills to Knowledge: Turn and Talk
- Constructive Conversation: Peer Group
- Constructive Conversation: Small Peer Groups

Share/Reflect

Step 1: What did I do?

- Explain what you did.
- *When reading I…; My partner and I…; In our small group we…*

Step 2: How did I feel?

- Explain how you felt.
- *When I was reading, I felt [confident/challenged/proud/successful]…*
- *When my partner and I were talking, I felt… ; When in the small group I felt…*

Step 3: What do I think?

- State what you think about what you learned.
- *I think this information is important because…*
- *I didn't realize that... but now I see how...*
- *I think my partner and I…; I think the group learned…; I think this information connects to...*

Step 4: What next?

- State how you will use the information or new learning.
- *I have a better understanding of... so I think that will help me when I…*
- *Next time I don't understand something, I might... or I might...*
- *Now that I know about..., I think it might be a good idea to start...*
- *I can be a better partner or group member by...*

Remember to speak in full sentences.
Listen to what your partner or group members say.
Follow up with questions or comments that clarify or extend the idea.

Think-Speak-Listen Flipbook

- Share an idea or Opinion (1a)
- Build on the Ideas and Opinions of Others (1a)
- Clarify Ideas (2)
- Ask Others to Clarify Ideas (2)

Best for use during:

- Share and Reflect

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?*

Think-Speak-Listen Flipbook

- Share an Idea or Opinion (1a)
- Build on Ideas and Opinions of Others (1a)
- Clarify Ideas (2)
- Ask Others to Clarify an Idea (2)
- Support Ideas with Reasons (3a)
- Support Ideas with Evidence (3a)
- Explain How Reasons, Evidence, and Examples Support the Idea (3a)
- Ask for Reasons (3b)
- Ask for Evidence (3b)
- Ask For Examples (3b)
- Ask Others to Explain How Reasons, Evidence, and Examples Support the Idea (3b)

Best for use during:

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

Small Group Discussion

Step 1: Gather

- Gather in groups.

Step 2: Prompt

- Listen to or read the prompt or text dependent questions. (If appropriate, work independently first.)

Step 3: Discuss and Document

- The facilitator initiates the conversation and ensures that all group members have a chance to speak.
- *Who wants to share their thinking first?*
- *We haven't heard from _____ yet. What are you thinking?*
- *_____, do you agree with what _____ just said?*
- *Did everyone understand what _____ said, or should they clarify?*
- Group members share their thinking, ask questions of other group members, and respond to questions from other group members.
- *I think _____ because _____.*
- *I agree with what _____ said, and I want to add that _____.*
- *I don't agree with that. Here's how I see it…*
- *I'm not sure I understood what you meant. Can you [clarify, give an example, show us where that is in the text]?*
- During the discussion the scribe takes notes, the encourager supports students' effort, participation, and insights, and the timekeeper keeps everyone focused.

Step 4: Gather and Share

- Once the class is gathered, the scribe from each group shares, other students clarify or extend what was shared, the encourager shares what the group did well.

Think-Speak-Listen Flipbook

- Support Ideas with Reasons (3a)
- Support Ideas with Evidence (3a)
- Support Ideas with Examples (3a)
- Ask for Reasons (3b)
- Ask for Evidence (3b)
- Ask For Examples (3b)
- Ask Others to Explain How Reasons, Evidence, and Examples Support the Idea (3b)

Best for use during:

- Guided Practice
- Guided Practice: Annotate, Pair, Share
- Connect Skills to Knowledge: Turn and Talk
- Constructive Conversation: Partner
- Constructive Conversation: Small Peer Groups

Build and Demonstrate 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 first 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?*

Think-Speak-Listen Flipbook

- Share an Idea or Opinion (1a)
- Build on Ideas and Opinions of Others (1a)
- Clarify Ideas (2)
- Ask Others to Clarify an Idea (2)
- Support Ideas with Reasons (3a)
- Support Ideas with Evidence (3a)
- Explain How Reasons, Evidence, and Examples Support the Idea (3a)
- Ask for Reasons (3b)
- Ask for Evidence (3b)
- Ask For Examples (3b)
- Ask Others to Explain How Reasons, Evidence, and Examples Support the Idea (3b)

Best for use during:

- Constructive Conversation: Partner
- Real World Perspectives: Constructive Conversation

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 _____. 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.

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 the first reading mini-lessons when students think about what a text might be about.)

Build Up an Idea Plus

Step 1: Form Small Groups

- Partners sit with another set of partners.

Step 2: Share and Connect Ideas

- Set A Partners share the idea(s) they've built up.
- Set B Partners respond with clarifying, extending, or connecting questions or responses.
- Repeat process with Set B sharing their ideas.

Step 3: Synthesize Ideas

- Recap the ideas discussed and how they are similar or different.
- Discuss how their idea developed or changed.

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 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 _____."

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

- Share with a partner.

Step 3: Class Share and Document

- Share questions with class.
- Document questions.
  (note if they are based on meaning, vocabulary, author's purpose, etc.)

Step 4: Choose and Discuss

- Choose one or two of the questions to think about together as a class.

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 _____.*

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.

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 to a class anchor chart or use the information to add to their Knowledge Blueprint.

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 _____.*