

Speaking and Listening Protocols

- 1. Turn and Talk: Why Do You Think That?**
- 2. Share/Reflect**
- 3. Build Up an Idea**
- 4. Build Up an Idea Plus**
- 5. Annotate, Pair, Share**
- 6. Annotate, Pair, Share, Plus**
- 7. Build and Demonstrate Knowledge/Culminating Task**
- 8. The Strongest Idea (Choose the Best Idea)**

Additional Protocols

- My Partner Said
- Turn and Talk: Connections
- Preview. Predict. Prove.
- Save the Last Word for Me
- Information Reflections
- Character Reflections
- How to Model Any Protocol

Protocol Complexity Builds Across the Grades

	Grade 3	Grade 4	Grade 5	Grade 6
Turn and Talk: Why Do You Think That?	X	X		
Share/Reflect	X	X	X	X
Build and Demonstrate Knowledge/ Culminating Task	X	X	X	X
Build Up an Idea	X	X	X	X
Annotate, Pair, Share	X	X	X	X
Annotate, Pair, Share, Plus	X	X	X	X
Build Up an Idea Plus		X	X	X
The Strongest Idea		X	X	X

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 asks 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

Think-Speak-Listen Flipbook

- Share an Idea or Opinion (1a)
- Build on the Ideas and Opinions of Others (1a)
- Support Ideas with Reasons (3a)
- Support Ideas with Evidence (3a)
- Ask for Reasons (3b)
- Ask for Evidence (3b)



Best for use during:

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

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 if you felt confident and/or challenged.
- *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: State

- 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
- Guided Practice: Annotate, Pair, Share
- Connect Skills to Knowledge: Turn and Talk
- Constructive Conversation: Partner
- Real Word Perspectives: Constructive Conversation

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, extension, or connecting questions or responses.
- Repeat process with Set B sharing their ideas.

Step 3: Synthesize Idea

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

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
- Guided Practice: Annotate, Pair, Share
- Connect Skills to Knowledge: Turn and Talk
- Constructive Conversation: Partner
- Real Word Perspectives: Constructive Conversation

Annotate, Pair, Share

Step 1: Prompt

- Listen to or read the prompt or text evidence question(s).

Step 2: Read and Annotate

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

Step 3: Pair

- Work with another person or in a small group.

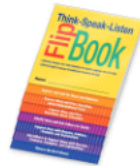
Step 4: Share

- Review annotations with partner.
- Discuss why annotations were done and how it 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
- Guided Practice: Annotate, Pair, Share
- Connect Skills to Knowledge: Turn and Talk
- Constructive Conversation: Partner

Annotate, Pair, Share, Plus

Step 1: Form Small Groups

- Partners sit with another set of partners.

Step 2: Share and Connect Ideas

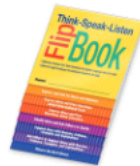
- Set A Partners share what they annotated and their answers to the text evidence prompt.
- Set B Partners respond with clarifying, extension, or connecting questions or responses.
- Repeat process with Set B sharing their annotations and answers to the prompt.

Step 3: Synthesize Idea

- Recap the ideas discussed and how they are similar or different.
- Discuss how their understanding of the text developed or 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: Annotate, Pair, Share
- Constructive Conversation: Partner
- Constructive Conversation: Small Peer Group

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 . . . The central message is . . .*
- Summarize nonfiction text.
- *The main idea is . . . ; The most important details are . . . ; They support the main idea by . . .*

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?*

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:

- Culminating Task: Constructive Conversation
- Constructive Conversation (Week 1, Lesson 5; Week 2 Lesson 14)

The Strongest Idea or Choose the Best Idea

Step 1: Build up an Idea

- Pose the idea.
- Clarify the idea.
- Support the idea.

Step 2: Build up Other Ideas

- Pose the idea.
- Clarify the idea.
- Support the idea.

Step 3: Evaluate

- Evaluate the strengths and weaknesses of Reasons, Evidence, Examples, and Explanations.

Step 4: Compare

- Compare sides to choose which idea “weighs” more or has more evidence and examples to support it.

Think-Speak-Listen Flipbook

- Clarify Ideas (2)
- Ask Others to Clarify an Idea (2)
- Explain How Reasons, Evidence, and Examples Support the Idea (3a)
- Evaluate the Strengths and Weaknesses of Reasons, Evidence, Examples, and Explanations of All Ideas (3c)
- Compare Sides to Choose Which Idea “Weighs” More (3c)
- Support Ideas with Evidence (3a)
- Ask for Evidence (3b)
- Share an Idea or Opinion (1a)
- Build on Ideas and Opinions of Others (1a)
- Support Ideas with Reasons (3a)
- Ask for Reasons (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
- Constructive Conversation: Small Peer Group
- Real Word Perspectives: Constructive Conversation

My Partner Said

Step 1: Share Thinking

- In pairs, students share their thinking about what was read (based on a prompt or question or totally open)

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 _____.”

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: Connect

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

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?*

Save the Last Word for Me

Step 1: Choose

- Students choose a word, phrase, or quote from a text.

Step 2: Form Groups

- Create groups of 3 or 4 students.

Step 3: Share

- One student says their word, phrase, or quote (if it's a quote the student shows where it is in the text) with NO explanation.

Step 4: Respond

- The other students take turns stating why they think the first student chose that word, phrase, or quote.

Step 5: Why I Chose and What I Learned

- After all students in the group have said something, the student who began states why they chose the word, phrase, or quote and adds if they learned anything new about the word, phrase, or quote based on the group members' responses.

Step 6: Repeat

- The group repeats steps 3-5 with the other students in the group.

Variation:

- Have students write their word, phrase or quote on one side of the index card. On the other side, have them write comments or feelings about why they chose the word, phrase, or quote.
- After all students have had a chance to have the last word, students can add to their comments on the index card.

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

- Students choose a word, phrase, or quote from a text.

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 _____.*