

Appendix:
English Language Arts
Grades 6–12
Classroom Protocol
Glossary

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3 Cs

Implementation

This protocol is designed to deepen the understanding of a text by asking students to respond to three levels of the text:

- Read through a selected text once.
- Invite students to skim the text a second time.
- Provide the following prompts to guide students to identify connections, challenges, and changes in their own ideas and experiences that arise from reading the text.
 - **Connections:** What connections can you draw between the text/author's point of view and your own life/learning?
 - **Challenges:** What ideas, positions, or assumptions that the text/author/speaker makes do you want to challenge or argue with?
 - **Changes:** What changes in attitudes, thinking, or action are suggested by the text/author/speaker, either for you or for others?

Adaptations

4 Cs

Expand the activity by including an additional prompt about concepts.

- **Concepts:** What key concepts or ideas do you think are important and worth holding on to from the text(s)?

Supports

Provide sentence frames to support students in communicating their reflections:

- A connection I can draw between the author's point of view and my own life is ____.
- An (idea, position, or assumption) I would like to challenge is ____.
- A (change in attitude, thinking, or action) suggested by the author is ____.

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4 As

Implementation

This protocol is designed to deepen the understanding of a text by asking students to respond to the text through four different lenses.

- Read through a selected text once.
- Invite students to skim the text a second time.
- Provide the following prompts to guide students in analyzing a text through the lens of their own values.
 - What **assumptions** does the author of the text hold?
 - What do you **agree** with in the text?
 - What do you want to **argue** with in the text?
 - What parts of the text do you want to **aspire** to (or **act** upon)?

Supports

Provide visual cues (like the ones below) and contextualized examples of each of the key words in the activity: assumption, agree, argue, aspire, act (upon).



Adapted from Judith Gray (2005) from The School Reform Initiative.
<https://www.schoolreforminitiative.org/download/four-as-text-protocol/>

Affinity Mapping

Implementation

This protocol guides students to categorize and synthesize commonalities among themselves, their peers, and their learning.

- Post or otherwise display prompts on **chart paper** around the classroom.
- Provide students with several **sticky notes**.
- Allow time for students to respond to each prompt on individual sticky notes and attach them to each corresponding chart paper. Sample prompts:
 - What trend or commonalities have you noticed thus far among the texts we have read?
 - Which text/author/character has inspired you the most, and why?
 - Which of the proposed topics are you most excited to research?
- Move students into groups and assign each group a chart paper.
- Direct students to carefully read all of the responses for their assigned question.
- Direct students to categorize and reorganize the responses based on the commonalities (affinities) they notice among them.
- Direct students to nominate a spokesperson, who will share their groupings with the class.

Supports

Provide sentence frames as well as a word and phrase bank to help students respond to each prompt. Possible frames:

- He/she believes in ____.
- The importance of ____ is ____.
- I see a similarity between ____ and ____.
- There is a relationship between ____ and ____.
- I would associate ____ with ____ because ____.

Adapted by Ross Peterson-Veatch (2006) from The School Reform Initiative.
http://schoolreforminitiative.org/doc/affinity_mapping.pdf

Back-to-Back, Face-to-Face

Also known as Back-to-Back, Front-to-Front.

Implementation

Provide an opportunity for physical movement in the classroom while also encouraging students to thoughtfully organize and discuss their ideas with their peers.

- Create pairs or direct students to find a partner and stand back-to-back.
- Read or display a prompt.
- Allow wait time for students to think of their response.
- Cue students to turn face-to-face with their partner and discuss their responses to the prompt.
- Direct students to either return to the back-to-back position with the same partner or move to create a new pair.

Supports

Adapt the protocol for students with mobility issues by either removing physical impediments in the classroom or allowing them to work with an elbow partner instead.

Adapted from EL Education, 2021.

Block Party

Implementation

Build background knowledge and hone inference skills by providing quotes or images from a central text. Allow students to discuss their predictions prior to reading the text in full.

- Select several key quotes and/or images from a text.
- Record the quotes and images on **index cards** and distribute one to each student. Alternatively, provide all of the resources in **Google Slides** and assign a slide to each student. Consider repeating key quotes or images for additional emphasis during the protocol.
- Allow time for students to reflect on their quote or image and make an inference about its meaning and significance to the unit of study.
- Direct students to stand up and move around the room, mingling with other students to share their quotation or image. Prompt students to discuss what relationships they see between each other's quotations or images.
- Cue students to politely end each interaction before moving to partner with another peer.
- Refocus the whole class and call on students to synthesize their understanding to make general predictions and inferences about the text they are about to read.

Supports

For visual support, emergent bilingual students may benefit from receiving and discussing an image in lieu of or in addition to a quotation from the text. Additionally, consider providing English language learners with quotations provided in both English and their home language.

Adapted from Kyleene Beers, *When Kids Can't Read: What Teachers Can Do: A Guide For Teachers 6–12*. Heinemann, 2002.

Blooming Brainstorm

Implementation

This activity is designed to help students brainstorm and grow a list of ideas. This is generally used as a prewriting protocol but could be used to generate ideas around any topic or task.

- Inform students that they will begin independently to brainstorm ideas and incrementally let their ideas “bloom” as they discuss their ideas.
- Guide students to follow these directions:
 - For 1 minute: When your teacher signals to begin, jot down two ideas on a **sticky note** in response to the prompt. (This is just brainstorming, so you do not have to commit to any format—just think of a couple of ideas.)
 - For 2 minutes: When your teacher signals that time is up, find one person to share your ideas with. Consolidate your ideas by putting both sticky notes on one piece of paper and cross out any ideas that are repeated so that each idea is only listed once.
 - For 3 minutes: When your teacher signals time is up, with your partner, find another pair to make a small group of four with. Repeat the process from step 2.
 - 5 minutes: When your teacher signals time is up, find another group of four to make a small group of eight. Repeat the process from step 2.
- Explain that by the end of this activity, students’ brainstorm should have bloomed into a short list of ideas.

Supports

Consider forming groups of students that include emergent bilinguals and students who speak both English and the emergent bilingual students’ home language to add a layer of support to the discussion. Also consider pantomiming or creating a visual to support emergent bilingual students in understanding the protocol instructions.

Boxing Protocol

Implementation

This protocol creates a visual representation of the relationship between ideas using concentric rectangles filled with text and visuals (images, color coding, arrows, etc.) to show connections between ideas and evidence.

- Move students into small groups and provide each group with a piece of **chart paper** and several **markers**.
- Direct students to draw three concentric rectangles on their chart paper, leaving room to write in the innermost box, the middle box, and the outermost box.
- Provide prompts that guide students to break down a text into its central idea (innermost box), supporting evidence (middle box), and big ideas or general takeaways (outermost box).
- Refocus as a whole class to share thinking or invite groups to visit the other chart papers to discuss each group's responses.

Supports

Consider modeling for students by showing them a completed chart. Ask them to demonstrate their understanding of what information should be contained in the three boxes using simple drawings or icons. Allow students to use nonlinguistic representations as part of their completed boxes.

Adapted from EL Education, 2021.

Campfire Discussion

Implementation

Collaborative discussion protocols foster a classroom culture of open and honest conversation. They allow students to respond to their peer's perspectives on a series of prompts and make connections between the ideas in texts, and their own ideas and experiences.

- Distribute **index cards** to each student.
- Display and read aloud the prompts.
- Instruct students to select one prompt and respond individually in writing on their index card. Students should not include their name on their card.
- As students work, arrange the campfire. Identify a space in the classroom where students can physically gather around in a circle and position a **chair** in the center to represent the campfire.
- Instruct students to circle around the campfire and submit their responses by placing them on the chair. Shuffle student responses and place them back on the chair.
- Instruct students to take an index card from the pile. If they choose their own response, they should return it to the pile and select another.
- Direct students to read their peer's response and reflect from their own perspective by building on their peer's response or respectfully challenging the response.

Supports

Consider tapping into students' background knowledge about campfires and the traditions and settings associated with them. Like the community atmosphere typical of campfires, students should engage in this protocol with an open mind and a willingness to interact with their peers in a way that builds rapport.

Carousel Brainstorm

Also known as Wagon Wheel or Pinwheel.

Implementation

This protocol is a collaborative, student-centered activity for students to generate ideas around a single topic. It can be completed by individual students or small groups rotating to prompts posted around the classroom.

- Distribute different colored **markers**, one for each student or group, and plan to use a **timer** to signal student movement.
- Prepare **chart paper** for student responses with the questions or prompts around which students will generate ideas.
- Explain to students that there are prompts posted around the room and that students will rotate to each of the prompts and record their own or their group's thoughts.
- Explain that they may respond in any manner they choose: phrases, sentences, drawings, or diagrams. Display and read aloud the directions:
 - Read the prompt and discuss it with your group. You only have 2 minutes at each station, so keep your comments short and to the point.
 - Record your response on the chart paper. Choose a recorder to document your group's thinking. A different person should be the recorder at each station.
 - When time is called, rotate to the next station and repeat the process.
 - Each person/group should add their own thoughts and deepen the thinking of the previous person/group.

Supports

Confirm that emergent bilinguals have access to reliable translation dictionaries in their home languages. During this group work, students can share their thoughts aloud, show them in writing, or use a home language to clarify or convey ideas. Consider providing sentence frames for English learners at each station.

Chalk Talk

Also known as Talk-and-Respond, Marker Talk, or Graffiti Board.

Implementation

A silent Chalk Talk allows students time to reflect on the given prompts and encourages all even reticent voices to be heard.

- Display and read aloud the prompts on **chart paper** around the classroom.
- Distribute **markers** to each student. Consider giving students multiple markers and color coding their responses (e.g., initial responses in blue and questions or comments on their peers' responses in green).
- Release students to move around the room and respond to each of the prompts in writing.
- Direct students to visit each chart multiple times, engaging with their peers' ideas and responding to the ideas and questions their peers leave on their comments.

Supports

Model adding questions and comments prior to beginning the protocol. Allow students to respond by nonlinguistic means (drawing images or symbols) or by writing in a home language. Consider completing this activity digitally by creating an interactive white board, such as a Google Jamboard.

Adapted from Graffiti Boards in *The Power of Protocols for Equity* by Zaretta Hammond, ASCD, 2021 and *Graffiti Boards, Facing History by Facing History and Ourselves*, 2021.

Chunked Annotation

Implementation

Chunked Annotation supports students' reading and note-taking as they build proficiency and stamina in reading independently.

- Explain that this protocol is completed in three phrases. Display or provide the following steps in a handout.
 - **Skim**
 - Read the entire text quickly. The goal is just to understand the overall gist of the reading and get an idea of important supporting details.
 - Go back and draw a box around important sections and paragraphs.
 - Go back and draw a circle around words you don't know.
 - **Read**
 - Read the text again. This time, write a one-sentence summary of each paragraph in the left margin.
 - Attempt to determine the meaning of unfamiliar words based on context. Write your guess above the word.
 - Underline sentences and phrases that contain important details to the main idea of each paragraph, or that seem confusing or inconsistent.
 - Record questions next to confusing portions of the text so that you can ask the teacher or a peer for help.
 - **Scan**
 - Read through the text one last time. For each box you drew, write what makes that section of the reading seem especially important in the right margin.
 - For each underline you drew, think of a question that the sentence or phrase makes you think about. Write your questions in the right margin.

Supports

Provide icons for each step in the protocol as visual support.

Claim-Support-Question

Implementation

This protocol helps students identify claims and test their validity.

- Guide students to make a claim about a topic or text by offering an explanation or interpretation of some aspect of the topic.
- Ask students to identify support for their claim. Ask what students see in the text that supports their claim, and what they know about the topic that supports their claim.
- Direct students to ask a question related to their claim. Guiding questions might include: What are you curious about? What is not explained? What new questions about the topic do you have?
- Facilitate a discussion of students' responses.
- After each student speaks, allow other students one minute to respond to the question raised or offer their perspective on the claim.
- Synthesize learning from the discussion by reflecting as a whole class on what new thoughts emerged about the topic.

Supports

Provide sentence frames to help students to respectfully disagree with their peers:

- Another question I have is ____.
- One reason this may not be true is ____.
- I disagree with ____'s reasoning because ____.
- I am not convinced by ____'s evidence because ____.

Adapted from Ron Richhart, *Thinking Pathways*.

Coffee Talk

Implementation

This loosely structured protocol allows students to read, write, and discuss texts centered on a common topic or theme. The multiple stages of the protocol help students to build confidence in their responses as they move from individual to group work.

- Briefly introduce each of the texts students will be analyzing.
- Release students to read and annotate the texts, choosing one or two to read deeply and skimming the others.
- Refocus as a whole group. Cue students to free write to reflect on their reading overall. Guiding questions may include: What was comforting/comfortable? What did you find challenging or confusing? What are you wondering about/what questions do you have? What do you most want to remember?
- Move students into small groups to share their thinking. Explain that the questions are not in order of importance, nor do they need to answer them in the order listed.
- Release students to move away from their small groups to mingle and share their thinking with other peers.

Supports

This protocol can also be used to facilitate reflection after completing a writing task or to synthesize learning at the end of a unit. Adapt the questions accordingly. Guiding questions may include: What was the most difficult part of the writing task? What was the easiest? What might you do differently to be more successful with the next writing task? What is one reading/writing strategy that you will continue to use in the upcoming units? What is one skill or idea you learned in this unit and would like to celebrate?

Initially developed by Frances Hensley (2009) and refined by Susan Taylor and Connie Parrish (2009–2013).

Color, Symbol, Image

Implementation

This protocol expands students' thinking about a text or topic by making abstract connections to nonverbal representations.

- Distribute three **index cards** and **markers** or **colored pencils** to each student. Alternatively, allow students to create and submit their reflection through a **Google Doc**.
- Display the following prompts to guide students in visually representing their analysis.
 - Choose a **color** that you feel best represents or captures a central idea/theme of the text.
 - Choose a **symbol** that you feel best represents or captures a central idea/theme of the text.
 - Choose an **image** that you feel best represents or captures a central idea/theme of the text.
 - Write a brief explanation for each of your choices.

Supports

If students complete the reflection on an index card, consider instructing them to create a class mural by posting their index card to a designated wall in the classroom or conducting a Hosted Gallery Walk for students to share their thinking.

Developed by Project Zero, a research center at the Harvard Graduate School of Education.

Concentric Circles

Implementation

This protocol allows students to briefly discuss several prompts with multiple classmates, providing them with a number of interactions on different aspects of a focus topic.

- Direct students to stand in two circles, an inside and outside circle, facing each other.
- Display and read aloud a prompt.
- Release students to discuss the prompt with the peer standing across from them.
- After each prompt is discussed, one circle will take one step to their left. (Alternatively, direct both circles to take one step to their left. This will result in students moving two people down from their original partner.)
- Repeat the protocol until all prompts have been discussed.

Supports

If space is an issue, students can form lines instead of circles. In this case, students at the ends of each line will flip to the other line and turn around to face the line from which they just moved. Clarify the movement for this protocol by explaining that the rotation matches the revolving movement of an escalator or the treads of a tank.

Provide the prompts in writing for English learners prior to the lesson. Provide sentence frames in a place where students can see and refer to them throughout the protocol.

Conver-Stations

Implementation

Constant movement and multiple texts/images allow students to quickly engage with a large quantity of text as they construct meaning with their peers.

- Prepare the Conver-Stations with texts, prompts, **chart paper**, and **two markers**—one black and one green—per station. If there are only a few texts or prompts, consider creating two stations for each one so students can move through the stations more easily.
- Move students into small groups and assign them a starting station.
- Students study the text/image/infographic displayed at each station and discuss with their group what stands out.
- Provide groups with two prompts. Students should respond to each with different colored markers.
 - What is the central idea of the text/image/infographic? Record the group's response on the chart paper in black marker.
 - What details are included that support the central idea? Record one supporting detail on the chart paper in green marker.
- Cue students to rotate through the stations with their group.

Supports

Invite a volunteer to summarize the task and ask if there are any questions. This allows English learners to hear the directions a second time and in student-friendly language. It also offers a check for understanding and opportunity for clarification.

Adapted from Cult of Pedagogy (2021).

Explanation Game

Implementation

This protocol was designed for students to carefully examine an object, work of art, text, or topic and propose multiple ideas to explain it and what role it might serve. This activity can be conducted with pairs, small groups, or the whole class. Guiding questions can be provided as well as sentence frames.

- **Notice:** One student introduces an observation on the object, text, or topic, ending with a question such as “Why is it like that?” or “Why did it happen like that?”
- **Respond:** Another student responds to that question.
- **Explain:** Other students respond as well, working together until they explain the object, text, or topic.

Supports

Consider a teacher-facilitated small group to support emergent bilingual students, modeling responses and providing sentence frames. Encourage pairs of English learners to pair with fluent speakers of English. This will help English learners practice oracy skills at a higher academic proficiency.

Adapted from a protocol by Project Zero, a research center at the Harvard Graduate School of Education.

Final Word

Also known as Save the Last Word for Me.

Implementation

The purpose of the activity is to hear as many diverse perspectives and interpretations as possible about a given prompt.

- Guide students to form groups and present them with a prompt.
- The first person in the group shares their response.
- For one minute, the other members of the group discuss their response.
- While the other members are having a conversation, the first person listens and records ideas and perspectives that they might not have considered before. It is important that this person only listens and does not participate in the conversation.
- The first student who began the discussion gets the final word, synthesizing the responses that they have heard into a thorough, refined response to the prompt.
- Repeat this process several times, allowing each person in the group to have the final word.

Supports

Purposeful and strategic grouping of English learners will promote an inclusive classroom dynamic. Remind emergent bilingual students to pair with a peer who shares the same home language and English to promote translanguaging during discussions. Support English learners during the Final Word protocol with the sentence frames below. As time allows, support English learners by modeling how to use the frames and consider posting them in a location where English learners can see and refer to them throughout the protocol.

- ____ (student name) indicated that ____.
- ____ (student name) pointed out ____, and I'd like to add to that idea.

Final Word was adapted by Jennifer Fischer-Mueller and Gene Thompson-Grove.

Save the Last Word for Me was adapted from *Creating Classrooms for Authors and Inquirers* by Kathy G. Shorte, Jerome C. Harste, and Carolyn Burke. Heinemann, 1996.

Fishbowl Discussion

Implementation

A fishbowl discussion allows students to engage with the content being discussed but also to think metacognitively about the characteristics of an effective academic discussion.

- Arrange the **chairs** in the classroom into two concentric circles, with half of the **chairs** in the inside circle and the other chairs in the outside circle. Both circles should be facing inwards.
- Explain that students in the inside circle (the fishbowl) will discuss a prompt while the students in the outside circle observe and take notes on the discussion. Students on the outside record thoughts that come up as they listen to their peers, either about the content of the discussion or about the process itself.
- Guide observers to engage in a quick critique of the round, sharing observations that they thought were particularly excellent (praising both points made and student performance) and aspects that could be improved (focusing on the process, not on individual students).
- Switch students in the outside and inside groups for the next round.

Supports

Consider conducting and recording the discussions using a video conferencing tool. Some tools offer a closed captioning feature that will translate students' discussion into words on the screen. Suggest students turn on this feature if they struggle with auditory processing.

Fist-to-Five

Implementation

This quick check for understanding provides teachers feedback on students' understanding and ensures teachers can give immediate clarifications and explanations.

- Instruct students to raise their hand and show the number of fingers that corresponds to their level of understanding of the assignment for the task/assessment/assignment.
- Explain that five fingers indicates that they are extremely confident that they understand the requirements. A fist indicates that they are not at all confident.

Adaptations

Silent Thumb

- Instruct students to use a thumb down, thumb to the side, or thumb up to indicate level of comfort or comprehension.

Supports

Increase student comfort by allowing them to hold their hand in front of their chest to keep their responses discrete.

Forming Pairs

Implementation

Allowing students to work in pairs encourages more voices and increases engagement as students co-construct knowledge with their peers. A structured protocol provides a quick and low risk method for helping students find a partner.

- **Turn-and-Talk**
 - Students respond to a prompt by pairing with a peer sitting or standing directly next to them.
 - Also known as Elbow Partners, Move-and-Talk, or Paired Discussion.
- **Stand Up, Hand Up**
 - Direct students to stand up and raise a hand.
 - Invite them to high-five a peer to form a pair.
 - Once they have a partner, students put their hands down to indicate they are ready to work and to make clear which students still need a partner.
- **Pair Up, Square Up**
 - Move students into pairs to discuss a prompt or complete a task.
 - Group two pairs into a group of four to create a “square” to continue discussing the prompt or completing the task.

Supports

Establish expectations for participation, interaction, and noise level during any partner activities. Be explicit in defining active listening (making eye contact, sitting up, remaining focused, acknowledging their peer by nodding or signaling understanding). Model how peers can build off each other’s ideas rather than simply wait for their turn to speak.

Move-and-Talk is adapted from EngageNY.org, the New York State Education Department.

Four Corners

Implementation

The versatility of this protocol allows it to be used as a warm-up activity to prime students' thinking before reading a text, a follow-up activity to reflect on ideas presented in a text, or as a prewriting activity to begin forming claims and identifying evidence and possible counterclaims.

- Mark each of four corners of the classroom with **four sheets of paper** labeled *strongly disagree*, *disagree*, *agree*, and *strongly agree*.
- Read aloud a statement, issue, or question related to the text or topic under study.
- Allow quiet time for students to think about their response to the question or statement.
- Cue students to move to the corner that best represents their response to the question or statement.
- Once all students have moved to their corners, direct students to pair up with a classmate in their corner and share their thinking and reasoning. Remind students that since there are multiple ways to think about each statement and that often our own personal experiences impact how we feel about each statement, there is no right or wrong answer.

Supports

Adapt the protocol for remote learning by using a digital polling tool (such as Poll Everywhere, Mentimeter, or Poll Maker). Prepare the poll ahead of time and share the URL with students.

Gallery Walk

Implementation

This protocol allows students to explore multiple texts or images or to share their work with their peers. Stations around the room create engagement through physical movement.

- Select texts, images, documents, student work, etc. to be displayed around the room. This could be on **chart paper** or laid out on desks.
- Release students to move about the room at their own pace, exploring each displayed piece. Provide a note-catcher, graphic organizer, or specific prompts for students to respond to at each station. Alternatively, allow a few minutes of reflection after viewing all stations for students to record overall thoughts about everything they saw.
- Debrief the activity by asking students to share information recorded on their note-catchers or graphic organizers, or ask a synthesizing question to draw conclusions based on all of the pieces studied.

Adaptations

Digital Cafe

- Conduct the protocol in a similar fashion but use digital media applications such as YouTube, WeVideo, or Magisto to display the objects, rather than printed texts and images.

Hosted Gallery Walk

- When gallery stations feature small group work, direct one student from the group to remain at the station and explain the displayed information as others visit.

Supports

Consider pairing an emergent bilingual student with a supportive peer who speaks the same home language and is proficient in English so they can negotiate meaning in both languages.

Generate-Sort-Connect-Elaborate

Implementation

This protocol breaks down complex texts and topics by guiding students to organize and create a concept map of their understanding.

- Move students into small groups.
- Distribute one piece of **chart paper** to each group, along with **markers** and **sticky notes** in two different colors.
- Display and explain each of the following steps:
 - **Generate**: Generate a list of ideas and initial thoughts about this topic/text/issue. Write ideas on sticky notes of one color.
 - **Sort**: Place ideas and stories that are more central to the topic/text/issue closer to the center of the paper and more tangential ideas farther away.
 - **Connect**: Connect ideas by drawing connecting lines between ideas that seem related. Explain and write on the line a short sentence about how the ideas are connected.
 - **Elaborate**: Using markers and sticky notes of a different color, build on your analysis by adding new ideas that expand, extend, or add to your initial ideas.

Supports

Consider having students return to the chart paper over time, adding new ideas and incorporating them into their concept map. Have students use different colored sticky notes or pencils each time they make additions.

Developed by Project Zero, a research center at the Harvard Graduate School of Education.

Give One, Get One

Also known as Travel and Trade or GO, GO, MO (Give One, Get One, Move On).

Implementation

This activity allows students to spread ideas quickly as they build on and refine their initial thinking about a prompt.

- Distribute an **index card** to each student. Display and read aloud a discussion prompt.
- Ask students to write down their initial thinking on their **index card**.
- Release students to move around the room and find a partner.
- Direct students to share the ideas they recorded on their index card and listen attentively as their partner shares.
- Direct students to trade index cards and find a new partner. They will share the ideas on their new index card, the one given by their previous partner, with a new partner, listening attentively before trading again.

Supports

Provide sentence frames to support students in completing the protocol. Frames may include:

- I wrote that ____ because my experiences show that ____.
- I agree/disagree with your thinking because ____.
- Can you please clarify ____?

Adapted from EL Education, 2021.

Glow and Grow

Also known as Warm and Cool Feedback or Two Stars and One Wish.

Implementation

Glow and Grow is a protocol for giving informal, constructive feedback to a peer. This protocol is especially effective when critiquing each other's writing.

- Pair students and invite them to exchange their drafts.
- Explain that a **glow** refers to something their peer did well. A **grow** refers to an area where their peer can improve.
- Direct students to quietly read their peer's work and record at least two glows and grows. Remind students to be kind and specific in their feedback. Grows should be written as a suggested solution, not a criticism.

Adaptations

Questions and Suggestions

- Instead of naming a glow, students ask a clarifying question of their partner's work. Similar to a grow, students follow with a specific and pointed suggestion about how the writer could improve their work.

Supports

Define the terms *glow* and *grow* in the context of the protocol for English learners. Clarify that these are multiple-meaning words, and elicit from students how the literal meanings of each (e.g., a star glows; a seed grows) relate to the meanings as they are used in the protocol. Consider a small-group support to provide English learners an opportunity to practice and to give constructive teacher feedback.

Adapted from the Two Stars and One Wish routine from *Assessment for Learning* by Ruth Sutton (1995).

Hexagonal Clusters

Implementation

This visual activity allows students to explore some of the most important words or concepts in relation to a topic. The goal of this protocol is to think about the connections and relationships between these words or ideas by creating a cluster that contains as many hexagons as possible.

- Distribute either **devices** for students to use **Google slides** with hexagons or **printed sheets** of hexagons. Provide **scissors** and direct students to cut out the hexagons. Explain that students will use **paper, tape/glue**, and **markers** to construct their cluster.
- Guide students to:
 - Label as many hexagons as they can with vocabulary words and terms about their topic.
 - Label a hexagon with their topic and place that in the middle.
 - Take turns placing a hexagon in the cluster and explaining the connection or relationship between the hexagons as they are placed. In order for two hexagons to touch, there must be a connection or relationship between the words.

Supports

Check in with English learners' understanding of the term *hexagonal cluster* by focusing students' attention on the individual words *hexagon* and *cluster*. Check students' understanding by asking them to paraphrase the goals using this sentence frame: In this activity we will ____.

Adapted from *Hexagonal Thinking: A Colorful Tool for Discussion* by Betsy Potash. 2020 Cult of Pedagogy.

Hot Potato

Implementation

Like the popular party game, this protocol encourages movement and full participation by gently tossing a ball amongst classmates while music plays. Whoever has the ball, or hot potato, when the music stops answers the prompt.

- Begin the protocol by gently passing a **ball** to a student and inviting them to continue passing the ball from person-to-person as **music** plays.
- When the music stops, the person holding the ball shares their response.
- If two people are touching the ball when the music stops, the last person who had it must answer.
- Repeat the protocol several times, encouraging many voices to contribute.

Supports

Select a soft ball or any other easily passed object as well as school-appropriate music in advance, and ensure students understand the expectations for tossing the ball carefully.

I Notice, I Wonder

Also known as I See, I Wonder and See-Think-Wonder.

Implementation

This is a good warm-up activity when approaching a new topic, text, or task. Students may want to use or create a two-column chart to record their impressions. This activity can be completed independently, in pairs, or in small groups.

- Display the topic, text, or task and guide students to record their Notices (first impressions, observations) and their Wonderings (questions).
- Ensure students understand that Notices should be written as statements that end with a period and Wonderings should be written as questions ending with a question mark.

Adaptations

I Notice, I Wonder, I Predict: Students can record their observations, questions, and predictions about a topic, text, or task in a three-column chart.

Notice-Appreciate-Wonder: Explain that this protocol asks students to answer three questions for each new topic, text, or task they encounter: What do you notice/wonder/appreciate about this text, topic, task?

Supports

To ensure comprehension, pantomime “I notice” by pointing to your eyes, “I wonder” by pointing to your head and looking up, “I appreciate” by smiling pointing to your heart, and “I predict” by making a gesture that shows you are thinking/pondering with your hand or finger on your chin. The pantomiming will be especially helpful to emergent bilingual students. Consider providing sentence frames for English learners to respond to the questions:

- I notice ____.
- I wonder about ____ because ____.
- I predict that ____ because ____.
- I appreciate ____ because ____.

Developed by Project Zero, a research center at the Harvard Graduate School of Education.

Jigsaw

Implementation

This cooperative learning technique allows participants to become experts on a specific text (or section of a text) and then share that knowledge with peers who are experts in other texts (or sections of the same text) allowing all students a comprehensive understanding of the full text or topic.

- Move students into several expert groups. Assign a letter or number to all members of each expert group.
- Assign a specific text or a section of a text for each expert group to read and analyze. Provide a note-catcher or text-dependent questions to guide their analysis.
- Move students into their home groups composed of one member of each expert group.
- Direct each member of the home group to take turns sharing what they learned from their expert group. Provide a note-catcher for students to capture their new learning.

Adaptations

Numbered Heads Together

- Direct students to form a small group of three or four.
- Assign a specific prompt to each student.
- Release groups to begin reading and analyzing a text, focusing on answering their assigned prompt.
- Direct students to share their response to their assigned prompt and to record the answers provided by their peers.

Supports

To effectively support language development with English learners, be intentional and flexible about grouping students using these guidelines: group English learners with peers who have the same or higher English proficiency level, with native English speakers, with peers who have the same or higher academic proficiency, or with peers who speak the same language.

Ladder of Feedback

Implementation

This peer critique strategy is used to give constructive support to a peer by following the sequence from the bottom to the top of the ladder.

- Guide students through each rung of the ladder of feedback, pausing to clarify each step and provide guiding questions and suggested sentence frames.
 - **Clarify**: Ask questions or state assumptions you made about the work.
 - What ideas are unclear or confusing to you? What additional information do you need to understand more fully?
 - I wasn't sure if you meant _____, but that's what I assumed so that's where my feedback is coming from.
 - **Express Values**: Support your peer by providing honest positive feedback.
 - What do you see or hear that you find to be particularly impressive, innovative, or strong? What are some strengths in the work that should be preserved when making improvements through revision?
 - I'd like to compliment you on your _____.
 - **State Concerns**: Highlight potential issues with the work.
 - What are some possible problems or challenges within the work? Are there ideas or choices with which you disagree?
 - Perhaps you have thought about this, but _____.
 - **Suggest**: Make recommendations for improvement.
 - What solutions can you offer for addressing the concerns you identified? How do you advise your partner to approach the revision process to improve their work?
 - To address these concerns, one option might be _____."

Supports

Provide a visual by creating a graphic organizer with the Clarify step at the bottom of the page and the Suggest step at the top. Ask students how a ladder and the movement from bottom to top acts as a metaphor for the work they are doing and the goals they are trying to accomplish as a peer reviewer.

Adapted from Thinking Pathways, 2021.

Literature Circles

Implementation

With established roles and responsibilities, these collaborative discussions create a cooperative environment where students help each other make sense of a text.

- Divide students into small groups. Each group can be assigned a different text depending on their reading proficiency or each can read the same text.
- Establish norms with student input. Sample norms: one person speaks at a time; each person gets a chance to speak and respond before moving onto the next point; all voices are valued and respected; we agree that we can disagree but will do so respectfully, building on ideas.
- Detail the roles and responsibilities of each member of the literature circle:
 - **Facilitator:** ensures the group stays on task, is focused, and that there is room for everyone in the conversation
 - **Recorder** or **Illustrator:** writes or draws the group's responses and ensures members record their thoughts
 - **Presenter:** shares the group's findings with the class as needed
 - **Clarifier** or **Connector:** makes sure everyone understands responses before continuing or makes connections among responses
 - **Timekeeper:** ensures that the group stays on task and reminds the group when there are a few minutes left

Supports

Consider allowing students to choose their own groups. Allow groups to remain fluid depending on students' abilities to work collaboratively, discuss, support, and challenge each other. Silently note these skills, but try not to interfere or interject. Groups need time to develop group norms (their group work behavioral style).

Roles for Literature Circles promote positive interdependence and maintain individual accountability. Roles are also critical in minimizing the possibility that students will take on, or assign to one another, roles that adhere to gender and racial stereotypes. Build in opportunities to rotate roles. Students may need to take on two roles or share roles depending on the number of students.

Mix and Mingle

Also known as Music Mingle, Milling to Music, Musical Circles, Musical Shares, Musical Pairs, and One-Minute Conversations.

Implementation

This protocol allows students to find new partners to discuss topics in a fun way. To build relationships and trust with students, participate in the activity with them.

- Prior to using this protocol, choose the **music** and set it up on the **device** that will be used to play it. Make sure it will play correctly and be loud enough for all students to hear it. Consider choosing a popular song, a piece of classical music, or a song connected to the topic under investigation.
- Play music and release students to move casually around the classroom.
- Pause the music and direct students to pair up with a peer standing nearby.
- Read or display a prompt; invite students to discuss the prompt with their partner.
- Call on a few pairs to share their responses.
- Start the music again and repeat the process.

Supports

As the music stops and starts and students pair with different partners, emergent bilingual students will have the opportunity to share several times in a familiar language. While these learners may naturally partner with students who share a home language, encourage them to also share with other students—even if students are sharing across languages. This encourages community and puts both students in the role of listening to an unfamiliar language. Normalize this for all students with a short intro: “When the music stops, you may be partnered with someone who speaks a different language. You will still share. Whether in English, Hmong, or Spanish, listen to your partner and try to understand. Try using gestures and your text to share ideas. In our community, all languages are honored!”

Musical Circles and Milling to Music are adapted from EL Education, 2021.

Musical Chairperson

Implementation

Like the board of directors of a large organization, during this protocol, students take on roles within their boards to accomplish a task. Adapt the roles for this protocol depending on the skills or standards being assessed.

- Divide the class into small groups. Designate one member of each group (board of directors) as the chairperson of the board.
- Direct students to keep notes on a document titled Meeting Minutes.
- Direct the chairperson to assign roles to each member of the board. Display the details of each role or print task cards with the descriptions:
 - **Chairperson of the Board:** leads, clarifies tasks, keeps board members engaged, is accountable for finishing the tasks on time, and records the meeting minutes
 - **Director of Language:** responsible for helping the group to understand the essential words used in the assigned section of text, both the denotative meaning and their impact on meaning; uses strategies for determining the meaning of unknown words
 - **Director of Tone:** responsible for helping the group to understand the speaker's attitude toward the subject of the text and its impact on meaning; identifies words with strong connotations and explains how the words reveal the speaker's tone; notices if the tone shifts and explains what impact the shift has on the meaning of the poem
- Use music to cue the end of the first round. Direct Board members to move to a new group with a new section of text; the Chairperson remains seated.
- Board members will take on new roles in their new group and continue their analysis, focusing on a new section of the text.

Supports

Emphasize the authenticity of the task by clarifying for students the role of boards of directors in organizations, including schools. If time allows, give examples of how Board of Education, PTSA, or faculty meetings are run in schools and how participants keep meeting minutes during these important discussions.

Adapted from EngageNY.org, the New York State Education Department.

Pearls on a String

Implementation

This protocol guides students to track and play with the major plot events of a story. The activity can be completed orally (optionally with some acting) or on paper.

- For the written protocol, guide students to form pairs or small groups to write down the key plot events from the story on separate **index cards**.
- Direct pairs/groups to arrange the events of the plot in order.
- Instruct them to choose one or two events whose chronological order they will change. They should select the events that would have the biggest impact in an alternative order.
- Release students to move the index cards around one at a time to change the order.
- For each change, students analyze the impact of that change on the story.

Adaptations

Oral/Acting Pearls on a String: Students work as a class for this version of the protocol. Ask students to stand in a line, facing the teacher. Ask one student to volunteer to begin the plot summary. This person should go to stand at the far left of the line. Ask another student to volunteer to tell the end of the plot. This person should go to stand at the far right of the line. Instruct students to recount the plot orally (and if possible physically using gestures and facial expression). Each student takes turns narrating one key event from the plot. Once the plot has been narrated in full, students can rearrange themselves and narrate again, seeing how rearranging key events affects the plot.

Supports

Consider modeling for emergent bilingual students by pantomiming *chronology* (e.g., use your fingers to count 1, 2, 3) while showing students how to arrange their notecards.

Originally developed by Chicago Shakespeare Theater.

Peel the Fruit

Also known as the Layers protocol.

Implementation

Students analyze the text or topic using different levels, which are analogous to layers, like those of a fruit.

- Display a graphic of the skin of a fruit (e.g. an apple) as a model to build understanding and talk students through the metaphorical sequence of the protocol, beginning with the skin and working through to the center.
- Display and guide students through the following steps:
 - **Skin:** Working on a large sheet of **chart paper**, use a **marker** to draw a large circle that fills most of the page. On the outside of the circle, record what you noticed about the text or topic on a surface level, your first and general impressions.
 - **Membrane:** Draw a smaller circle about 1–2 inches inside the original circle. Inside this ring, record your wonderings, questions, and puzzles about the text or topic (e.g., the themes and the choices made by the author that emphasize themes).
 - **Substance:** Draw a small circle of about 3–4 inches in diameter in the very center of the paper. Inside this ring, record the connections you made between themes and the development of those themes. This part requires discussion and examination of the text or topic. Remember to consider both the themes of the text and how the author develops those themes.
 - **Core:** In the center circle, record a statement that synthesizes the theme, what the final scene is really all about, and how that has been developed within the play and through the choices of the stage production.

Supports

Consider a teacher-facilitated small-group discussion for English learners to model how to do this protocol. Encourage students to Turn-and-Talk with a peer who speaks the same home language to discuss different types of fruit that have a skin or membrane. Invite students to use their home language, if preferred, to complete the protocol.

Developed by Project Zero, a research center at the Harvard Graduate School of Education.

Peer Reading Conference

Implementation

These conferences offer peers a chance to discuss texts that are read recreationally or studied in class. Through these conversations, students use valuable speaking and listening skills to deepen their understanding about texts, correct misunderstandings, and see new perspectives.

- Instruct students to prepare for the conference by taking notes while they read.
- Move students into pairs or groups. Direct students to retell what they have read so far and any predictions they are making.
- Direct students to choose an option from a teacher-generated reading menu.

Sample options:

- Share your goal and a strategy you are using to reach your goal. Give your partner an update about how you are doing and feeling about the goal. Give each other specific encouragement and suggestions.
- Act out a part that's dramatic, important, or well-written. Then talk back and forth.
- Talk about confusing parts:
 - Was it a new or confusing word?
 - Did the events or characters confuse you?
 - Reread the part together and talk back and forth about it.

Adaptations

Peer Writing Conferences: A similar process can be used for peer writing conferences, sharing goals, current work, challenges, and feedback.

Supports

Remind students that it is important to choose texts for independent reading carefully. They should choose books they are interested in, or reading will not be as enjoyable as it should be. Remind students that even really advanced or proficient readers may struggle to read books that they are not interested in. Choosing the right book gives students the best chance of enjoying the reading experience and learning a lot from a book. Pay attention to students who quickly abandon books and consider a goal-setting conference about choosing books and not abandoning a book too quickly.

Philosophical Chairs

Implementation

This protocol encourages participants to make a claim, defend their argument, and change their mind over time.

- Invite students to temporarily sit anywhere around a designated U-shape in the classroom.
- Ask an open-ended question related to the text or topic under study.
- Call for a student volunteer to respond with their opinion to the question.
- Once the student has shared their response, invite the rest of the class to move slowly and safely to the pro (left), con (right), or neutral (center) section of the U-shape to indicate their opinion.
- Invite a student to explain their position.
- Invite a student on the opposing side to respond by briefly summarizing the first student's argument and then sharing their own.
- Continue this process. Meanwhile, direct students seated in the neutral section of the U-shape to take notes on the opinions being expressed.
- To close the discussion, give both the pro and con perspectives the opportunity to briefly summarize their thinking in a final argument. Call on students who took a neutral stance to share how their opinion has been shaped by the arguments set forth by those who adopted pro and con positions.

Supports

Use this opportunity to teach students the five main verb moods which give information about how the speaker or writer perceives an action.

- Indicative: Used to make a statement (Subject + verb + object)
- Imperative: Used to make a command (Base verb + object +!)
- Interrogative: Used to ask a question (Verb + subject + object + ?)
- Subjunctive: Used to express necessity or desire (It is + adjective* + that + subject + base verb + object)
- Conditional: Used to convey a possible result or effect that depends on a condition (If + subject + verb + object , + subject + should/would/could + base verb + object)

Adapted from Edutopia.org, George Lucas Educational Foundation.

Popcorn Protocol

Implementation

The rapid-fire nature of this protocol encourages quick and enthusiastic responses from all participants.

- Invite students to quickly share words or phrases in response to a prompt without waiting to be called on (like the chaotic popping of corn kernels when heated). Explain that they should share short phrases or words only (not sentences), giving no commentary or opinions.
- Remind students to give all voices a chance and not to be intimidated by pauses as they can be powerful. Repeating words or phrases is okay, however, as it shows where a group collectively agrees.
- Continue the process until there are no more phrases people want to share aloud (that is, until there are no more kernels left to pop).

Supports

Tap into students' background knowledge by asking them to draw connections between the actions in the protocol and its title.

Adapted from EL Education.

Praise-Question-Suggest

Implementation

This is a peer feedback protocol which encourages students to give targeted, constructive, specific, and positive feedback.

Guide students to complete the following steps:

- Form pairs, bringing your work with you.
- If your work lends itself to being read aloud (a poem) then determine who will share first while the other peer reads along. If your work lends itself to being read silently, exchange work with your peer.
- Peers use **sticky notes** to provide at least one of each: a piece of **praise**, a **question**, and a **suggestion**.
- Ensure that feedback is specific (not “It’s good” but what, specifically, is good) and actionable (something your peer can do).

Supports

Some English learners may benefit from drawing or jotting notes in their home language prior to sharing with a peer. Pair emergent bilingual students with a partner that shares a home language for this protocol.

Question Formulation Technique

Implementation

The Question Formulation Technique (QFT) empowers students to ask their own questions of a topic, text, or work of art rather than just answering a teacher's questions, enabling student-centered thought and growth. It can be done individually, in small groups, or as a whole class.

Provide a Question Focus (QFocus), a statement or image around which students will develop their questions. Then complete the following steps:

- **Step 1: Formulate Questions (5 minutes)**
 - On **chart paper**, use a **marker** to write as many questions about the text using the QFocus as a guide. There are no wrong questions. Do not stop to answer any questions.
 - If someone makes a statement, determine as a group how to rephrase it as a question.
 - Include citations (par. #) for each question if possible.
- **Step 2: Categorize Questions (5 minutes)**
 - Group similar questions. Color-code or number them, or use a symbol to group them.
 - Identify and label closed-ended questions (yes-no or one-word answers) and open-ended questions (require explanation and cannot be answered with one word).
- **Step 3: Review and Revise Questions (5 minutes)**
 - Review questions and revise them to be open and higher-order.
- **Step 4: Evaluate and Prioritize Questions (5 minutes)**
 - Identify and highlight the top (best) three questions. Give a rationale for each question chosen as a top-three question.
- **Step 5: Share Out and Reflect (5 minutes)**
 - Identify the best question from the top three and share it with the class.

Supports

Provide a four-square graphic organizer for English learners to categorize their questions.

Created by the Right Question Institute (RQI). Visit rightquestion.org for more information and resources.

Read-Aloud, Think-Aloud

Implementation

This protocol is a pair activity designed to help students formulate their initial ideas about a text.

- Instruct students to form pairs and follow these instructions:
 - The first student reads the text aloud and describes what they are thinking as they read, what they are wondering about, and what questions they have about specific words, sentences, or the text overall.
 - The partner who is listening records the reader's thoughts in note form.
 - The partners then switch so that the listener can read and offer their thoughts.
- Explain that the Read-Aloud, Think-Aloud protocol is intended to help students in their first approach to a text, and that students are not expected to have polished presentations, but rather to brainstorm and offer initial questions and reactions.

Supports

Consider modeling or small group support before students engage with the Read-Aloud, Think-Aloud protocol. Provide these sentence frames to support students in their discussions:

- I know that ____.
- I wonder ____.
- I think ____.
- I notice ____.
- I have a question about ____.

Consider providing visual representations for "I know," "I wonder," "I think," "I notice," and "I have a question about" to support English learners.

Adapted from *When Kids Can't Read: What Teachers Can Do: A Guide For Teachers 6–12* by Kyleene Beers. Heinemann, 2002.

Readers Theater

Implementation

This protocol brings scenes from texts (not exclusively plays) to life by encouraging students to enact the scene with intonation and even gestures. Readers Theater can be conducted with volunteers performing for the whole class or students working in small groups to read and enact a scene together.

- Identify a passage from the text with dialogue and heightened drama.
- Determine how many speakers are in the scene.
- Guide students to form groups with a student for each speaker in the scene and one to read all the non-dialogue parts as a narrator.
- Allow time for students to assign roles and then independently whisper read their part to practice dramatizing it with intonation and gestures.
- Once students have had time to practice, ask them to read their scene as a group, enacting it with intonation and gestures.
- If conducting the activity with an audience, allow groups to practice their scene several times before reading for the audience, even if the audience is just their fellow classmates.

Supports

To support language development with English learners, be intentional and flexible about grouping students using these guidelines:

- Group English learners with peers who have the same or higher English proficiency level.
- Group English learners with native English speakers.
- Group English learners with peers who have the same or higher academic proficiency.
- Group English learners with peers who speak the same language.

Roundtable Discussion

Implementation

This protocol facilitates student-led discussions in which all students' voices are heard. It can be conducted with or without an audience.

- Select a topic and objective for discussion.
- Divide the class into small groups.
- Post several prompts for students to consult as they begin discussions.
- Guide students to follow these steps:
 - Go around the group, allowing each student to respond to the prompts or express their thoughts and opinions on the topic.
 - Allow time for any students who disagree to debate the topic.
 - If conducting the discussion before an audience, allow the audience to ask questions and the group to answer them.
- Then encourage groups to summarize the issues raised during the discussion.

Supports

Circulate to ensure all students are participating. If not, encourage the group to pause and consider how they can allow all students to participate. Remind students to use evidence to support their ideas and ensure that they are not just repeating each other's ideas. Remind students that as in any discussion, they should attempt to summarize, respond to, politely challenge, or build upon each other's ideas. Provide sentence frames for this work as necessary:

- I disagree/agree with what ____ said, because/but ____.
- What ____ said makes me think ____ because ____.
- What evidence do you have for ____? Where do you see ____ in the text?

Say-Mean-Matter-Do

Also known as Say-Mean-Matter.

Implementation

Explain to students that the Say-Mean-Matter-Do protocol is a structure that guides readers to comprehend the text and works through to analyze what matters at a deeper level. This protocol helps them engage in literary analysis by using different levels of questioning skills to search for deeper meanings.

Display these prompts and guide students to respond either verbally in pairs or small groups or in their notes:

- **Say:** What does the text say? Select a quotation from the text.
- **Mean:** What is the literal or surface-level meaning of the evidence? Paraphrase the evidence.
- **Matter:** What is the connection between the evidence and other elements of the text? Explain why the evidence is important to the development of narrative elements such as character, setting, and conflict.
- **Do:** What effect does the content and style of the evidence have on you, the reader? What questions does this evidence raise? Describe the tone, ask questions, and make deeper connections to topics and themes.

Supports

Be strategic about student grouping. Emergent bilingual students may benefit from working with other speakers of the same home language who have a higher English proficiency level. Invite students to point to words or phrases that convey a sense of tone, then use their home language for the “Mean” portion of the activity. Students can decide whether the tone sounds positive or negative based on the evidence and choose a possible tone descriptor from a tone word bank.

Adapted from Jennifer Fletcher's *Teaching Literature Rhetorically: Transferable Literacy Skills for 21st Century Students* and derived from "Say-Mean-Matter" from Sheridan Blau's book *The Literature Workshop*.

Say Something

Implementation

This protocol encourages student-centered equitable discussion in which all students share their thoughts.

- Post a prompt.
- Explain to students that they will gather in groups of 3–4.
- Everyone must say something new in response to the prompt.
- Each student must briefly summarize the previous response before building the conversation or continuing with a new idea.

Supports

As an alternative, move students into groups and direct them to collectively choose a few stopping points in the text. As the group reads, they must pause when they come to one of the predetermined stopping points and all members of the group must say something. This may be a question, an observation, a clarification on a previously asked question, a prediction, a connection to another text, or a personal connection.

Adapted from EL Education, 2021.

See-Think-Me-We

Implementation

This protocol can be used to deeply examine any object, text, or work of art.

- Guide students to complete the following steps:
 - **See:** Look closely at the object or text. What do you notice about it? Make lots of observations and record meaningful lines or aspects of it.
 - **Think:** What thoughts do you have about specific parts of the object/text or the object/text as a whole?
 - **Me:** What connections can you make between you (and what you know) and the object/text?
 - **We:** How might the object/text be connected to bigger stories—about aspects of contemporary US society?
- Students then share their responses with peers in pairs, small groups, or the whole class.

Supports

Consider modeling responses to the prompts and explaining your reasoning for your responses.

Developed by Project Zero, a research center at the Harvard Graduate School of Education.

Sentence-Phrase-Word

Implementation

This protocol helps students to analyze the essence of a text by zeroing in on individual words, phrases, and sentences in a text.

- After reading a text, direct students to select one of each of the following:
 - One **sentence** that was meaningful to them or that they felt captured the core idea of the text.
 - One **phrase** that moved, engaged, or provoked them.
 - One **word** that captured their attention or struck them as powerful.
- Pair students to share the sentences, words, and phrases that they identified.
- Move pairs into groups of four and direct them to share their sentences, words, and phrases again.
- Discuss what important ideas about the text emerged from the sentences, phrases, and words identified by the group. Guiding questions may include: What common themes emerge from these responses? What are the implications of these choices? What predictions can you make about the text/topic based on these choices?

Supports

Do not tell students about the protocol prior to their first reading to ensure that they focus only on the general meaning of the text. Encourage groups to share their responses in three rounds (sentences, then phrases, then words) to ensure all students have a chance to participate. Facilitate the reflection stage of the protocol by providing a handout or chart paper for groups to record the sentences, phrases, and words selected by their peers.

Adapted from the Text Rendering Experience from the School Reform Initiative by the Cultures of Thinking project at Project Zero, Harvard Graduate School of Education.

Silent Discussion

Implementation

Silent discussions allow students time to reflect on the given prompts and encourages all student voices to be heard.

- Prepare **index cards** with prompts and distribute one to each student.
- Direct students to respond to the prompt on their index card and sign their name.
- Students exchange cards with a partner.
- Students respond to their peer's response with a comment or follow-up question. They should not talk during this time, only write.
- Students continue exchanging cards and responding to ideas until the timer has expired.

Adaptations

Instead of partner discussions, this protocol can be conducted with small groups in which each student has a marker to respond in writing to their group mates' written comments on a piece of chart paper.

Supports

Consider using small-group support for emergent bilingual students to complete the Silent Discussion. Encourage students to use their home language if preferred.

Adapted from *Subjects Matter* by Harvey Daniels and Steven Zemelman. Heinemann, 2009.

Sketch-to-Stretch

Implementation

This activity allows students to use a visual modality (drawing) to activate prior knowledge or respond to a topic, task, or text.

- Distribute **markers** or **colored pencils** and ask students to open to a blank page of a notebook.
- Guide students to follow these directions:
 - Think about the topic, task, or text and the following prompts:
 - What connections can you draw between the topic, task, or text and what you already know, what you wonder, or what you have read, seen, or experienced before?
 - How does this topic, task, or text make you feel?
 - Sketch shapes or pictures that represent your thinking about this topic, task, or text.
 - Include words as part of your sketch if you want, but they are not required.

Supports

If students are uncomfortable with drawing, give them the opportunity to free write or journal their response to the guiding questions. Invite emergent bilingual students to free write using their home language, if preferred.

Developed by Carolyn Burke, Jerome Harste, and Kathy Short in *Creating Classrooms for Authors and Inquirers*, 2nd Ed., 1996.

Snowball Discussion

Implementation

This protocol allows students to share and respond to thoughts, ideas, and opinions about tough topics or to challenging prompts in an anonymous, kinesthetic manner.

- Pose a question or prompt and then guide students to follow these directions:
 - On a **blank sheet of paper**, write your response to the prompt. Do not put your name on the paper.
 - Crumple the paper and place it in the center of the room.
 - Once all members of the group have placed their snowball in the center, each person chooses one. If you get your own, place it back in the center and choose another.
 - Read the response(s) already on the paper and write your own response on the paper. Be sure to build on your classmates' responses.
 - Crumple the paper and place it back in the center of the room.
 - Repeat the process until your teacher signals time.
- If students demonstrate self-control, they can gently throw their snowball to a classmate instead of placing it in the center of a table.

Adaptations

+1 Routine: Direct students to write their idea/topic/response at the top of a piece of paper and affix it to the wall of the classroom or place it on their desk. Students visit their peers' papers and add one comment or question (a detail, a connection, a sub-topic of the proposed research topic, etc.)

Supports

Provide sentence frames for English learners to fully participate. Consider grouping emergent bilingual students with a group of students who share the same home language to encourage rich, written discussion; otherwise, students may be excluded from the Snowball Discussion. As an alternative, encourage students to write in their home language or to illustrate their ideas.

Stations Protocol

Also known as Learning Stations.

Implementation

Stations are student-centered and allow students to take responsibility for their own learning. Peer mentoring and student-to-student instruction can also occur naturally or as an explicit goal of stations. Stations may also free teachers to provide targeted support to students individually or in small groups.

- Place necessary **guidance documents**, **station directions**, and **materials** around the room at designated work areas.
- Ensure students understand where each station is and the purpose or activity of each station.
- Instruct students to visit stations independently or in pairs or small groups.
- Provide a visual and auditory cue when it is time for students to rotate to their next station.

Adaptations

Soft instrumental music can be played while students engage in stations. Consider also multiple modalities when planning stations and ensure there is a variety of visual, auditory, and kinesthetic activities as well as oral and written activities.

Sticky Note Share

Also known as the Sticky Note protocol.

Implementation

This protocol allows teachers to identify exemplary student ideas or responses without interrupting student discussion or work.

- Circulate as students work or discuss.
- Listen or look for exemplary responses or ideas that the class would benefit from hearing.
- Provide these students with a **sticky note** and ask them to record their statement/thought so that they can share out with the class.
- When the activity ends, call the class back together.
- Invite students with a sticky note to share their thinking.

Take a Stand

Also known as Human Barometer.

Implementation

This protocol encourages students to take a stand on an imaginary line representing how they feel about statements posed.

- Before the lesson, prepare for the protocol by creating and posting **two signs** at either end of an imaginary line that goes across the classroom.
- At one end of the line, post **Strongly Agree**. At the other end, post **Strongly Disagree**.
- Show students that one side of the line represents Strongly Agree and the other represents Strongly Disagree.
- Students can stand anywhere along the line; the middle can show that they are undecided.
- Instruct students to:
 - Listen to the statement.
 - Find a place on the imaginary line that best reflects their position on the statement.
 - Discuss their position with their classmates.
 - Move to a different place on the line if their position changes.

Supports

Check in with English learners' understanding of the phrase "take a stand" and consider modeling the steps for the activity. Invite English learners to discuss their responses in their home language with peers who speak the same language. This will allow students to process what they know and transfer their knowledge into English.

Adapted from Barometer: Taking a Stand on Controversial Issues by Facing History and Ourselves, 2021.

Teach-Okay

Implementation

This protocol fosters student-centered peer teaching.

- Move students into pairs. Determine who will be Partner A and who will be Partner B.
- Explain the two steps of the protocol.
 - **Teach**: Partner A demonstrates one round of the task, skill, or strategy for Partner B. Partner B follows along, watching and listening carefully.
 - **Okay**: Partner B completes another round of the task, skill, or strategy on their own to demonstrate their learning.
- Partner A and Partner B switch roles and repeat the steps to complete additional rounds of the task, skill, or strategy.

Supports

Consider a teacher-facilitated small-group discussion to model for students how to conduct the protocol. Invite emergent bilingual students to partner with a peer who speaks both the same home language and English.

Think-Pair-Share

Implementation

This student-centered, collaborative protocol allows students to first gather their thoughts before sharing with a partner and then with the class.

- Display and ask students to follow these directions:
 - **Think:** Think about the prompt and formulate your own response.
 - **Pair:** Find a partner to discuss your response to the prompt.
 - **Share:** Volunteer to share your thoughts with the whole class.

Adaptations

- **Think-Write-Pair-Share:** After thinking, students record their thoughts and then share these with their partner and then the class.
- **Think-Pair-Write-Share:** After thinking and discussing with a partner, students record their thoughts and then share these with the class.
- **Think-Group-Share:** Students independently think about their response to the prompt and then share their thoughts with a small group before sharing with the class.

Total Physical Response

Implementation

This is a protocol in which students create physical movements to demonstrate comprehension of words or concepts. Alternatives to standing during this activity include clapping once or raising both hands.

- Read aloud a text or excerpt from a text.
- Identify and display key words from the text. These may be transition words, vocabulary words, words of a specific part of speech, or words related to any other skill or standard being taught.
- Reread the text and direct students to stand up (or respond in some other physical way) when the key words are read aloud.

Adaptations

As an alternative, identify a list of descriptive nouns or action verbs that students can physically enact in order to demonstrate their understanding. Avoid language that is abstract. Test the list by enacting each word. Model by stating the word and demonstrating a physical movement to represent or define the word. To show a range of responses, invite volunteers to represent the word using their own physical movements. Following the modeling, proceed by stating a word and asking all students to respond with a physical movement to represent the word.

Values, Identities, Actions

Implementation

This protocol allows students to explore deeper meaning and connections in a topic, text, or work of art. Guiding questions may be provided.

- Distribute **paper** or instruct students to open to a new page in their notebook.
- Direct students to divide their page into roughly equal thirds by drawing straight lines across the page horizontally.
- Ask students to label each section with the titles **Values**, **Identities**, and **Actions**.
- Explain that students will jot down notes in these sections as they answer the guiding questions.
- Display and read aloud the guiding questions:
 - **Values**: What values does this text invite us to think about?
 - **Identities**: Whom is this text speaking about? Whom is this text trying to speak to?
 - **Actions**: What actions might this text encourage?

Supports

Consider using small-group support for emergent bilingual students to set up their notebook appropriately, or provide a model for students to replicate. Consider showing students an example of an effective and ineffective notebook.

Adapted from Project Zero, a research center at the Harvard Graduate School of Education.

Whip-Around

Implementation

Students debrief an activity by each quickly sharing one possible response to a given prompt or one sentence from a current work in progress. This protocol invites equity of voice, giving each student an opportunity to respond to the prompt. Whip-Around may be used with the whole class or in small groups.

- Display and read aloud a prompt.
- Invite each student to share a response, moving in a logical order through all members of the group. Inform students that they may not repeat examples.
- Continue the process until all possible responses have been exhausted.

Supports

Support English learners by explaining that the phrase Whip-Around used colloquially refers to “turning or moving around something with speed.” For additional support for English learners, before beginning the Whip-Around, consider demonstrating the protocol with a simpler question that students can relate to. It can be unrelated to the activity, e.g., “In one word, describe your mood this morning.” This will provide English learners with additional practice. Accept any language mistakes or occasional vocabulary words said in a home language during this protocol as a way to reinforce and encourage risk-taking during this exercise. English learners may benefit from writing down their response before beginning the protocol.

Based on a method developed by Jack Conklin, PhD.

Word Cloud

Also known as Word Storm.

Implementation

Explain that a Word Cloud is a unique way to take a poll. Instead of numbers and percents, it presents a visual representation of responses—in this case, a visual representation of all words suggested. The word(s) mentioned the most times are the largest and most prominent.

- Guide students to use a **word cloud app** or tool such as Wordle, Mentimeter, or Poll Everywhere to record the class word cloud.
- Provide students with a few minutes to review the prompt and enter their responses into the word cloud app.

Adaptations

If devices are scarce, one person can add several students' responses into the application. This protocol can also be conducted without devices using chart paper and sticky notes. Instruct students to put sticky notes with similar words near each other to visually emphasize the most repeated ideas.

Supports

Consider supporting a small group to model how to post a word on the word cloud. Consider pairing English learners with a peer who speaks the same home language and English to choose words to add to the word cloud. Invite emergent bilingual students to form a teacher-facilitated group to discuss the prompt and, if necessary, provide a word/phrase bank or to use their home language to add words to the word cloud.

Word Cloud was adapted from *Introduction to Text Visualization* by Nan Cao and Weiwei Cui. 1996 Springer.

Word Storm was adapted from a method by Stanley Milgram as described in *Introduction to Text Visualization* by Nan Cao and Weiwei Cui. Atlantis Press, 2016.

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- Say More – English Learners Success Forum
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