

# **CIF**

# **Protocols**

## Why Protocols?

In the classroom, a protocol is a set of guidelines or a structured process used to promote meaningful student communication and collaboration. Gene Thompson-Grove, co-director of the national CFG project, writes, “[protocols] permit a certain kind of conversation to occur — often a kind of conversation which people are not in the habit of having. Protocols are vehicles for building the skills — and culture — necessary for collaborative work. Thus, using protocols often allows groups to build trust by actually doing substantive work together.” This booklet outlines a number of instructional protocols that engage students (and adults!) in one or more strategies from the Common Instructional Framework (CIF).

The structured and (after practice) predictable nature of these protocols can provide the scaffolding needed for students to hold high level academic conversations that they might otherwise have struggled to sustain. Protocols can turn an otherwise teacher-centered lesson into an engaging and interactive student-centered lesson. These protocols promote communication and collaboration—both critical to adolescent learning. They foster school and district-wide coherence around the CIF as teachers of all grade levels and content areas use similar structures to promote active language-based learning.

The structure, clear expectations, and time limits found in these protocols also promote equal participation of all students, especially shy, reluctant, and struggling learners. Instead of just 3 or 4 students answering questions or grappling with key concepts and ideas, *all* students do it. These protocols are particularly helpful for English Language Learners, especially when the teacher provides some key vocabulary terms, sentence frames, or other language scaffolds for ELLs to focus on while talking and writing.

If you’re not sure where to begin, start with the very first protocol, *Three Minute Review*, and try it a few times during the next week. Then, in the weeks that follow, try out some more protocols, starting with the easiest and shortest first. You might encourage your grade level, department, or entire school to select a few protocols to build cross-classroom coherence around. This helps both teachers (you don’t have to spend as much time practicing every protocol in your class, as your students will be exposed to them in other classes as well) *and* students (cognitive energy that used to be spent on figuring out each teacher’s different expectations and procedures during instruction is now conserved for real learning). Good luck!

## COMMON INSTRUCTIONAL FRAMEWORK

**COLLABORATIVE GROUP WORK:** partners or small groups \* interdependent, authentic task \* purposeful \* intentional \* roles \* all participate \* focused and on-topic \* problem solving & high level thinking \* face-to-face dialogue \* accountability \* report findings \* students assess participation and products \* teacher as facilitator \* collaborative vs. simply cooperative \* seating arrangements facilitate collaboration \*

**WRITING TO LEARN:** clear expectations \* low stakes \* clarify, analyze, or synthesize thinking \* variety of formats \* prepares students for discussions \* grapple with key concepts of content \* share with peers \* feedback on writing that pushes thinking further \* occurs at any point(s) during lesson \* driven by excellent questions \* students use language to reflect on content \* moves beyond just note-taking \*

**QUESTIONING:** students ask and answer questions \* open-ended \* connect to prior knowledge and experience \* develop & express ideas \* multi-level questions \* deepens understanding of content \* probe texts to make meaning \* raises the level of classroom discourse \* wait time for responses \* students question their own and others' work \* drives classroom talk & writing to learn \*

**SCAFFOLDING:** organizes & guides thinking \* each lesson event prepares students for the next \* alignment of each lesson event to clear lesson objective(s) \* helps manage time \* connections to prior knowledge \* guiding questions \* graphic organizers \* different levels according to student need \* group work is scaffolded (pairs, small group, whole group) \* variety \* explicit & implicit connections \*

**CLASSROOM TALK:** students know & follow guidelines \* all students participate verbally \* focused & on-topic \* pairs, small groups, whole class \* talk about content, ideas, opinions, experience \* cite evidence to support, as appropriate \* driven by excellent questions \* students address each other \* build on peers' comments \* teacher as facilitator \* think time \* respectful language, tone, body language \* take notes on what others say \*

**LITERACY GROUPS:** partners or small groups \* collaboratively read and analyze texts \* interdependent task \* purposeful \* intentional \* roles \* all participate \* focused and on-topic \* support and challenge each others' thinking \* cite textual evidence \* learn from each other \* face-to-face dialogue \* report group findings \* students assess participation & products \* teacher as facilitator \*

**Protocol: Three Minute Review**

**CIF Strategies: Classroom Talk, Questioning**

**Time Required:** 3 min (5 - 6 min if adding writing variation)

**Notes:** This is a quick way to engage students in classroom talk and student to student questioning during whole group instruction. It can also be used at various points during a film or reading. Remember that no more than 10 – 15 minutes should pass without students actively engaging with the content through speaking and/or writing (language production).

- 1) Students should be sitting in pairs or small groups during instruction.
- 2) At any point during instruction, prompt students that it is time for a *Three Minute Review*
- 3) 1 min: Pairs or groups review what they have learned thus far
- 4) 2 min: They ask each other questions to clarify and/or extend learning and discuss answers together.
- 5) If desired, the teacher can take an additional minute to have groups share questions that have not been answered by their team discussions.

**\*\*Variation:** Students could first write for one minute to summarize their learning and note any lingering questions. Or students could take one minute to write *after* their 3 minute team review. This would add **Writing to Learn**.

**Protocol: 3-2-1**

**CIF Strategies: Writing to Learn, Questioning (also Scaffolding, Collaborative Group Work & Classroom Talk if adding steps 2 & 3)**

**Time Required:** 3 – 5 min (for step 1); 10 min or more (all steps)

**Notes:** This can be a great check for understanding at the end of a lesson, scaffold at the beginning of a lesson, or simply an opportunity for students to synthesize their learning and ask questions at any point during a lesson.

- 1) Have students write 3, 2, 1 vertically on their paper or notecard. Instruct them to write the following:  
*3 important things you must remember*  
*2 new things you learned*  
*1 question you still have*
- 2) You could have students just do step 1, or you could also add a discussion & collaboration element to this protocol by having students then get in pairs or triads, share their individual 3-2-1s with each other, and then come up with a combined group 3-2-1.
- 3) Have all (or at least some) groups share out something from their collaborative 3-2-1.

**Protocol: Stand Up, Hand Up, Pair Up**

**CIF Strategies: Classroom Talk** (also **Collaborative Group Work** if completing an actual interdependent task together)

**Time Required:** 5 min (or more)

**Notes:** This is a quick partner talk protocol that mixes up the simple “turn and talk” by getting students out of their seats and moving around.

- 1) All students stand up and put their hands up.
- 2) Students mingle, mix, find a partner with their hand up, and greet them.
- 3) Once students are paired up, they put their hands down.
- 4) Teacher assigns task or poses the question.
- 5) Students are given “think time.”
- 6) Pairs of students complete the task or answer the question together (if students need additional structure to ensure equal participation, provide time (e.g. 1 minute) for partner 1 to answer and then the same amount of time for partner 2)
- 7) Teacher randomly calls on pair(s) to report.
- 8) Students thank their partners and depart.
- 9) Repeat as many times as needed.

**Protocol: Take a Stand** (also called **Value Line**)

**CIF Strategies: Classroom Talk**

**Time Required:** 5 min (or more)

**Notes:** This is similar to the Knowledge Continuum protocol, but instead of lining themselves up according to their level of prior knowledge, they order themselves along the imaginary continuum according to how strongly they agree or disagree with a statement or prediction about the content at hand or a specific text. This is a great way to have students evaluate statements and justify reasons for their opinion (using textual evidence and background knowledge).

- 1) One end of the room is designated as the “agree” side and the opposite end of the room is designated as “disagree.”
- 2) The teacher provides a statement about the content, a character, an issue you are studying, etc.
- 3) Students line up according to where they stand on the issue.
- 4) The teacher asks students to turn and talk to someone near them to explain why they chose to stand where they are.
- 5) The teacher asks a few students to share their reasons with the whole group.

**Protocol: Valley of Values**

**CIF Strategies: Classroom Talk , Scaffolding**

**Time Required:** 5 min (or more)

**Notes:** This is a variation of the value line protocol. It is also used to introduce and/or discuss controversial topics.

- 1) One end of the room is designated as the “agree” side and the opposite end of the room is designated as “disagree.” The center of the room is designated as the “valley.”
- 2) The teacher provides a statement about the content, a character, an issue you are studying, etc.
- 3) Students who agree move to the “agree” side of the room and those who disagree move to the “disagree” side. Students who can’t decide move to the “valley.”
- 4) The teacher asks students to gather in their “sides” and talk together to explain why they chose to stand where they are.
- 5) Students from the “agree” and “disagree” sides are selected to present brief arguments (based on textual evidence, relevant background knowledge, etc). Give each side 1 – 2 minutes to present their case.
- 6) After hearing compelling arguments from both sides, students in the valley must make a decision and move to one side of the room.

**Protocol: Back to Back**

**CIF Strategies: Classroom Talk**

**Time Required:** 5 min (or more)

**Notes:** This is essentially a small variation on Stand Up, Hand Up, Pair Up—it feels different enough to students to mix things up.

- 1) All students stand up.
- 2) Students mingle, mix, find a partner, and greet them.
- 3) Once students are paired up, they stand back to back.
- 4) Teacher poses a question.
- 5) Students are given “think time.”
- 6) Pairs of students turn to face each other and answer the question together (if students need additional structure to ensure equal participation, provide time (e.g. 1 minute) for partner 1 to answer and then the same amount of time for partner 2).
- 7) When they have finished discussing the question, they stand back to back again (however, if students tend not to be very talkative, give them a specific time that they must spend discussing to ensure they don’t finish too quickly).
- 8) Teacher randomly calls on pair(s) to report.
- 9) Students thank their partners and depart.
- 10) Repeat as many times as needed.

**Protocol: Paired Listening**

**CIF Strategies: Classroom Talk, Scaffolding**

**Time Required:** 5 min or more

**Notes:** This takes a simple partner turn & talk and turns it up a notch by adding structured listening expectations.

- 1) Pair students (you could use Stand Up, Hand Up, Pair Up, tell students to partner with their shoulder or face partner, or use any other method of pairing students).
- 2) Pose a question or prompt. (*For an extra scaffold, students could first collect their thoughts by writing their initial response. This would add **Writing to Learn***)
- 3) Select a partner to speak first (for a specific amount of time, e.g. 2 minutes).
- 4) The listener takes notes and may not yet respond to the speaker.
- 5) After the speaker finishes, the listener synthesizes what the speaker said in his/her own words. (e.g. 30 seconds)
- 6) Repeat, switching roles.

**Protocol: Wagon Wheel (also known as Concentric Circles)**

**CIF Strategies: Classroom Talk**

**Time Required:** 5 min or more

**Notes:** This is yet another way to engage students in partner talk. This is a great way to engage all students in responding to a series of questions, reviewing a variety of concepts or vocabulary terms, etc.

- 1) Have students form an inner circle (facing out) and an outer circle (facing in). Each person in the inner circle should be facing someone in the outer circle. If space constraints are such that you can't have one large "wagon wheel" of concentric circles, divide the class into 2 or 3 smaller wagon wheels.
- 2) Pose a question and have the students facing each other discuss their response. At the end of their discussion they should thank each other.
- 3) The outside of the wheel "turns" (all students in the outer circle move to the right) and students greet their new partners.
- 4) Students either respond to the same question with their new partner or respond to a new question.

**Protocol: Clock Partners**

**CIF Strategies:** **Classroom Talk** (also **Collaborative Group Work** if completing an actual interdependent task together)

**Time Required:** 5 min or more (after completing the clock buddies template)

**Notes:** Once students complete a clock partners template (you can download one here: [http://www.readingquest.org/pdf/clock\\_buddies.pdf](http://www.readingquest.org/pdf/clock_buddies.pdf)), you can use it for a single activity or it might last for a longer period of time—a week or several weeks.

- 1) Students “book” appointment times with one another and add each other’s names to their clock buddies template. It is important to remind students that when booking an appointment, *both* partners should have each other written down for the same time. If you are afraid that this part might become too loud or chaotic, set the ground rule that it must be done in complete silence. Students will have to use gestures and show times on their fingers, etc, to quietly book appointments with one another.
- 2) Teacher presents a prompt or question.
- 3) Teacher instructs students to discuss it with a specific clock partner (e.g. *With your 3 o’clock partner, please discuss...*)
- 4) Repeat as necessary

**Protocol: Talking Chips**

**CIF Strategies:** **Classroom Talk**

**Time Required:** 5 min or more

**Notes:** If your class struggles to hold small group discussions (either because students are reluctant to talk or certain students do most of the talking) this might provide the added structure necessary.

- 1) Students are asked to discuss a topic in groups.
- 2) As each student talks, he/she places his/her chip in the center of the table (a pen or pencil will work in place of chips).
- 3) Once a student finishes talking, he/she cannot talk until every other “chip” has been tossed into the center. If a student doesn’t have anything to share on this particular topic, they can place a chip in the center at the end (*you can decide if you’ll allow students to “pass” or not*).
- 4) When all chips are down, students retrieve their chips and start over for the next question/topic, etc.



**Protocol: Talking Strips**

**CIF Strategies: Classroom Talk**

**Time Required:** 5 min or more

**Notes:** This is another way to structure small group discussions—particularly useful when there is not equal student participation in the conversations. This helps equalize participation and provides additional structure with small roles.

- 1) Prepare a set of strips of paper for each small group. Each strip should have one of the following (or anything similar) on it:
  - Give an idea
  - Respond to an idea
  - Ask a question
  - Ask for clarifications
  - Answer questions
  - Paraphrase
  - Check for understanding
  - Encourage participation
- 2) Group members shuffle and then draw a number of strips.
- 3) Discussion proceeds in roundrobin fashion, with each group member fulfilling their assigned role or task..

**Protocol: Numbered Heads Together**

**CIF Strategies: Classroom Talk**

**Time Required:** 5 min or more

**Notes:** In this classroom talk protocol, teammates work together to ensure all members understand; one is randomly selected to be held accountable. This is a great way to infuse review sessions or even test prep sessions with lots of classroom talk.

- 1) Students count off numbers in their groups.
- 2) Teacher poses a problem and gives wait time (*Example: "Everyone think about how rainbows are formed. [Pause] Now make sure everyone in your team knows how rainbows are formed."*)
- 3) Students stand up from their chairs to put their heads together, discuss and teach.
- 4) Students sit down when everyone knows the answer or has something to share or when time is up.
- 5) Teacher calls a number. The student with that number from each team answers question individually, using any of the following methods:
  - a. response cards
  - b. chalkboard response
  - c. manipulatives
  - d. slate share
- 6) Repeat as necessary

**Protocol: Corners**

**CIF Strategies: Classroom Talk**

**Time Required:** 5 min or more

**Notes:** While this could be used for closed ended “multiple choice” questions, it is most powerful when used to foster different opinions, or points of view. If used in relation to a text, it would become a **Literacy Group** protocol. You can also reduce the answer choices.

- 1) The teacher announces “corners.” Then he/she announces the choices for each corner of the room. “If you were to be a doctor, which specific profession would you choose: cardiologist, psychiatrist, dermatologist, or pediatrician?”
- 2) Students are then given a small amount of silent think time to make a choice. They will write the name of their corner on a piece of paper but should not discuss it with anyone else. If the question is based on a text, students should also jot down textual evidence supporting their point of view.
- 3) Teacher tells students to go directly to their chosen corners. Once they are in their corner, they must find a partner to talk with.
- 4) Pairs will then discuss the reason(s) for their choice. Teacher will then select a few students from each corner to share what his or her partner shared.

**Protocol: Chalk Talk**

**CIF Strategies: Classroom Talk, Writing to Learn, Questioning**

**Time Required:** Anywhere from 5 min to 30 min

**Notes:** Chalk Talk is a silent way to do reflection, generate ideas, check on learning, develop ideas or solve problems. It can be used productively with any group—students, faculty, workshop participants, committees. Because it is done completely in silence, it gives groups a change of pace and encourages thoughtful contemplation. If you don’t have much chalkboard space, you can post butcher paper around the room and do the same thing.

- 1) The teacher explains that chalk talk is a silent activity. No one may talk at all but anyone may add to the chalk talk as they please. You can comment on other people’s ideas simply by drawing a connecting line to the comment.
- 2) The teacher writes a relevant question in a circle on the board. Sample questions:
  - What did you learn today?
  - What do you know about the Roman Empire?
  - How are decimals used in the world?
  - What are your responsibilities as a citizen?
  - If you were the main character, how would you resolve his/her current dilemma?
- 3) The teacher either hands a piece of chalk to everyone, or places many pieces of chalk at the board and hands several pieces to students at random.
- 4) Students write as they feel moved. There are likely to be long silences—that is

natural, so allow plenty of wait time before deciding it is over.

- 5) How the teacher chooses to interact with the Chalk Talk influences its outcome. You can stand back and let it unfold or expand thinking by:
  - circling other interesting ideas, thereby inviting comments to broaden
  - writing questions about a student's comment
  - adding your own reflections or ideas
  - connecting two interesting ideas/comments together with a line and adding a question mark.
- 6) Actively interacting invites participants to do the same kinds of expansions. A Chalk Talk can be an uncomplicated silent reflection or a spirited, but silent, exchange of ideas.
- 7) Debrief the experience and ask some students to share out key learnings and/or additional questions that emerged from the chalk talk.

**Protocol: Write, Pair, Share**

**CIF Strategies: Writing to Learn, Classroom Talk, Scaffolding**

**Time Required: 5 - 10 min**

**Notes:** This is just like the well known "think - pair - share" with the slight change of having students *write* to show and collect their thoughts before sharing them with a partner.

- 1) Provide a prompt or ask a question.
- 2) Give students a specific amount of time to silently respond in writing.
- 3) Students share their writing (can either summarize or, if needed, read their writing) with a partner.
- 4) Teacher calls upon certain groups to share their ideas with the whole group. The teacher can ask students to share what they heard their *partner* say to promote more active listening.

**Protocol: Write, Pair, Pair, Share**

**CIF Strategies: Writing to Learn, Classroom Talk, Scaffolding**

**Time Required: 8 - 15 min**

**Notes:** This is exactly like the previous "Write - Pair - Share" but with an additional small group discussion to generate even deeper and more diverse thinking.

- 1) Provide a prompt or ask a question.
- 2) Give students a specific amount of time to silently respond in writing.
- 3) Students share their writing (can either summarize or, if needed, read their writing) with a partner. Come to consensus on a response.
- 4) Have each pair join another pair of students, forming groups of four.
- 5) Each pair shares their collaborative response with the other pair.
- 6) Teacher calls upon certain groups to share their ideas with the whole group. The teacher can ask students to share what they heard others say to promote more active listening.

**Protocol: Knowledge Continuum**

**CIF Strategies: Classroom Talk, Questioning, Scaffolding**

**Time Required:** Anywhere from 5 – 30 min

**Notes:** The Knowledge Continuum is good for establishing the individual and collective knowledge within a group. It also fosters accountability, responsibility, and collegiality through the public display of one’s self-reported “knowledge” about any given topic.

- 1) Designate one side of the room, “Least knowledgeable” and the opposite side, “Most knowledgeable.” Explain that there is now an invisible continuum running between the two extreme corners of the room.
- 2) Beginning with an easy, light-hearted topic if it is the first time you are using this protocol. Ask the participants/students to go stand on a spot on the invisible continuum that they feel best represents the knowledge they have about the topic. Tell them that you reserve the right to ask them why they are standing in that spot. For example, “What it means to be a Texan...” “What it means to be a football fan...” etc.
- 3) Once the participants are standing in a fixed location, ask them to look around (silently) at where everyone is standing. *What do people notice (without using value judgments), what do they see? Is anyone willing to explain why he or she is standing in that spot?* Take a few responses and then move on. It is important to keep the pace and momentum going so that participants/students are not standing for too long between questions. At any moment, you can prompt students to turn and talk to a partner about their choice and observations.
- 4) Now pose more substantive questions that get at generating the knowledge base in the room. For example, “What it means for a student to be ‘college-ready’...” or “What it means to be discriminated against...” etc, depending on your content and objective. Once the participants/students have chosen a spot on the continuum, repeat the questions mentioned in Step 3.
- 5) Continue to pose questions until you feel that the group has adequately made their “knowledge” public and transparent. Such public accountability and transparency helps foster a spirit of community and genuine collegiality for any work the group might do moving forward, promotes open discussion about what students do know as well as questions about what they don’t yet know.

**Protocol: Huddle Up**

**CIF Strategies: Classroom Talk**

**Time Required:** 10 min or more

**Notes:** The classroom develops a supportive atmosphere as students move from one huddle to another, sharing ideas, congratulating each other, and building new ideas. This is a more complex classroom talk protocol, but with clear instructions, and some brief modeling, students will really enjoy it.

- 1) Students stand in groups of four. Groups stand in a circle around the room. They number off 1 – 4 in each group. Each student keeps their assigned number throughout the entire activity.
- 2) In each group, the students stand side-by-side in a line, facing the teacher in the middle of the circle.
- 3) The teacher asks a question or presents a problem. For example: “What are some possible motives for the unexpected actions of different characters in this chapter? Be prepared to explain and justify your thinking.”
- 4) When the teacher says “Huddle up,” students turn to face each other with hands on each others shoulders, as in a football huddle. “Unhuddle and form a line when have finished sharing your ideas with one another.” (Though if your students struggle to sustain discussion, you might prefer to have them continue talking for a designated amount of time)
- 5) When groups are all ready, call a number and ask the students with that number to take a step forward. Then have those students rotate to a new group. “All threes take a step forward, turn right, and rotate three ahead to join a new group.”
- 6) Have new group members huddle again with their new group and share their ideas.
- 7) Then, students will unhuddle and wait for a new question to discuss or another number to be called to “stir the class” for further discussion on the same question.
- 8) At the close of the activity, call on students to share some great ideas that they heard from peers with the whole group. You could also have brief whole group “share outs” intermittently during the activity.

**Protocol: Collaborative Annotation**

**CIF Strategies: Writing to Learn, Classroom Talk**

**Time Required:** 10 - 15 min or more

**Notes:** This is like classroom talk in writing.

- 1) Students get in groups of 2 – 4. Each group sits in a circle.
- 2) Write a question or prompt at the top of each page. Each student in the circle should have a page.
- 3) Students respond in writing for a certain amount of time and then pass their page to the next person.
- 4) Continue until they have their original pages.
- 5) After reading comments, students reflect in writing and then share out overall thoughts with their group.
- 6) Teacher calls upon specific groups/students to share out with the whole class.

**Protocol: Text Rendering**

**CIF Strategies: Writing to Learn, Classroom Talk, Literacy Groups**

**Time Required:** 15 min

**Notes:** The purpose of this protocol is to collaboratively construct meaning, clarify, and expand thinking about a text or document.

- 1) Ask students to review the document and mark the sentence, phrase, and word that they think are particularly important. They should note (either in the margin or on a sticky note/index cards) *why* they believe each to be so important.
- 2) Students gather into groups of 4 – 6 and assign a group scribe.
- 3) First Round: Each person shares a *sentence* from the document that he/she thinks/feels is particularly significant.
- 4) Second Round: Each person shares a *phrase* that he/she thinks/feels is particularly significant. The scribe records each phrase.
- 5) Third Round: Each person shares the *word* that he/she thinks/feels is particularly significant. The scribe records each word.
- 6) The group discusses what they heard and what it says about the document.
- 7) The group shares the words that emerged and any new insights about the document.
- 8) The group debriefs the text rendering process.

**\*\*Variation:** Before step 7, you could have each group collaboratively decide on the sentence, phrase, and word they—together—now consider most important and then have each small group share out their selection to the class. This would add **Collaborative Group Work** to the protocol.

**Protocol: Triad Protocol**

**CIF Strategies:** Classroom Talk, Questioning, Scaffolding, Literacy Groups (if discussions are text-based)

**Time Required:** 15 min or more

**Notes:** This is an excellent structure to establish the pre-existing knowledge base of students, probe a topic more deeply, and/or expose students to how they can be a resource for one another. This is also a good activity for students who are shy or hesitant to participate in class. The teacher may assign groups or let the students choose.

- 1) Form groups. Gather students into groups of three, with one student being A, one B, and one C.
- 2) Round 1: A = presenter, B = discussant, C = observer. Student A presents on the topic and/or responds to the prompt or question, B listens and offers comments, questions, examples, or details that build on what student A said. They discuss together for 2 minutes (or other time limit you establish). All the while, student C is silent but taking notes. When A and B are finished, C then takes 1 minute to summarize what was said, adding comments or questions and perhaps some conclusions.
- 3) Round 2: Students switch roles. B = presenter, C = discussant, and A = observer
- 4) Round 3: Students switch roles one last time. C = presenter, A = discussant, and B = observer
- 5) Call on groups to each share out an important idea that emerged from the conversation and/or collect notes taken by students during their small group discussions.
- 6) When students are first introduced to this protocol, it is sometimes best to make the rounds short and then add time as students grow more comfortable with the topic and their own participation.

**Protocol: Feedback Carousel**

**CIF Strategies:** Classroom Talk, Questioning

**Time Required:** 15 min or more

**Notes:** This is a good way to have students give feedback to their peers. The purpose of the feedback carousel is to get a variety of different kinds of feedback from a large number of students in a relatively short period of time. Students will have the chance to observe, discuss, and question each other's work.

- 1) To set up this activity, have each student (or team of students) display their work (project, brainstorm ideas, responses to a question, essay, etc).
- 2) Next to each product, put up another chart paper that is divided into 4 parts. The top left quadrant is for clarifying questions, the top right quadrant is for probing questions, the third quadrant is for recommendations and the fourth quadrant is for resources that would be useful to the student or team. Or you might choose different categories for these quadrants.

- 3) Distribute small post-its to every participant and ask them to rotate through as many plans as time permits and write feed back on a post-it and place the feed back in the appropriate quadrant.
- 4) Have students get into pairs or small groups and discuss important things that they noticed when looking at each other's work. Ask some students to share out whole group.
- 5) Allow a few minutes to debrief the process.

**Protocol: Jigsaw**

**CIF Strategies: Classroom Talk, Literacy Groups, Scaffolding, Questioning**

**Time Required:** 15 - 30 min or more (depending on the length of text)

**Notes:** Experience has taught that students—particularly younger students—need additional supports (ie: key vocabulary, graphic organizers or thinking maps, etc) to help them pick out the most important information when in their expert groups. Also, a note-taking template provided by the teacher (for step 5) is also helpful.

- 1) Students get into “home base” groups.
- 2) Students number off and read an assigned section of a text, determined by their number.
- 3) Students meet in “expert groups” (all students from different home base groups, each with the same number) to discuss their assigned section and become “experts” on it.
- 4) Students meet in home base groups and share their learning with each other.
- 5) Other students take notes when group members are speaking. They should also note questions and ask them of the speaker after his/her material has been presented.
- 6) Teacher calls upon groups or specific group members to share out key learning and ask lingering questions.



**Protocol: Gallery Walk**

**CIF Strategies: Classroom Talk**

**Time Required:** 15 min or more

**Notes:** Some possible variations: A Gallery Walk can be conducted with computers (a "Computer Run"), with pieces of paper on tables, or with posted chart paper. It can be scheduled for fifteen minutes (a "Gallery Run") or for several class periods.

- 1) Teacher prepares several discussion questions.
- 2) Student teams in a Gallery Walk typically number three or four, so, for a class of twenty write five to six questions. For larger classes either write more questions or repeat the same set of five to six questions, posting the same question set in different sections of the class.
- 3) Questions are posted on different "stations" on classroom walls, placed on pieces of paper on desks in different locations around class, or typed on different computers. Plan on sufficient space for groups to congregate and discuss questions.
- 4) At each posted question a student team reviews what previous groups have written and adds new content. After a short period of time, say three to five minutes but the exact time will depend upon the nature of the question, say "rotate." The group then rotates, clockwise, to the next station. The rotation continues until all posted questions are addressed.
- 5) As students discuss questions, the teacher circulates around the classroom, clarifying questions, gauging student understanding, and addressing misconceptions.
- 6) The teacher writes down any misconceptions or lapses in student understanding and addresses these problems before the end of the exercise.
- 7) When the group returns to the station where it started, the group synthesizes comments and makes an oral report to the class. This stage of the Gallery Walk is a great chance for involving the entire class in discussion and to address misconceptions.

**Protocol: Block Party** (also sometimes known as **Tea Party**)

**CIF Strategies: Classroom Talk, Literacy Groups, Writing to Learn**

**Time Required:** At least 15 min (usually more)

**Notes:** This can be done as a pre reading "anticipatory" activity or as a post reading activity to synthesize and better understand the key ideas of a text. It is a great way to generate discussion and responses to the most important parts of a text.

- 1) Teacher writes quotes from text on index cards or colored paper prior to class. You may choose one quote per participant, or repeat some quotes.
- 2) Students randomly select quotes/cards and spend a few minutes responding to their quote. Students write down some of their initial thoughts. (3 minutes)
- 3) Students mingle and share quotes in pairs. Give them a specific amount of time

(e.g. 3 minutes) to discuss responses together. Repeat with several partners as time allows.

- 4) Form triads or quads and share quotes and insights about the text. (5 – 10 min)
- 5) Whole group sharing of ideas and questions raised by the experience. (5 – 10 min)

**Protocol: Fishbowl** (Also known as **Inner/Outer Circle** or **Socratic Seminar**)

**CIF Strategies: Classroom Talk, Questioning, Scaffolding, Literacy Groups** (if discussion is text-based)

**Time Required:** 15 - 45 min

**Notes:** The point of this protocol is to sustain a focused conversation with a large group. The participants or students do the talking, and the facilitator does the set-up and the monitoring. The activity begins with a small inner circle and a larger outer circle. This activity can work with groups as small as 12 and as large as 60 or more.

- 1) Place a small group of students, in chairs, in a circle in the center of the room. The size of the group depends on how many total participants you have. For purposes of this example, place (or ask for volunteers) 4 students in a circle in the center with one empty 5<sup>th</sup> chair. Have the rest of the group sit in a larger outer circle around the center group.
- 2) Tell the students that the group in the center is going to begin the conversation using the focused questions (posted on the wall, on photocopies, or doled out one-by-one by the facilitator). Students seated in the outer circle may not speak unless they join the inner circle (directions for this will follow).
- 3) Once everyone in the center circle has contributed to the conversation, a 5<sup>th</sup> person may take the empty seat and join in without disrupting the conversation.
- 4) After the 5<sup>th</sup> seat is taken, any students sitting in the observational outer circle may “tap in” to the conversation in the center by subtly tapping on the shoulder of someone in the inner circle. Once tapped, the participant vacates the inner circle seat and takes the seat of the person who tapped them out. Students in the inner circle may not leave until tapped out. Students should be instructed not to tap out anyone who has not yet spoken while in the inner circle. All this is done quietly and seamlessly while the conversation keeps going.
- 5) Debrief. It is always important to take a moment and process out this activity with participants. Depending on the topic and direction of the discussion, you might need to debrief the conversation itself. Otherwise, you should ask students what it was like to do this, if it was easy or hard to join the conversation, if it was frustrating to be in the outer circle, etc. It is a good time to comment on group dynamics and note who did the most talking, who the least, especially if there were patterns based on race, gender, age, etc.

**Protocol: The Final Word**

**CIF Strategies: Classroom Talk, Literacy Groups**

**Time Required:** 30 min (or more, depending on group size)

**Notes:** The purpose of this discussion format is to give each student in the group an opportunity to have their ideas, understandings, and perspective enhanced by hearing from *others*. With this format, the group can explore a text, clarify their thinking, and have their assumptions and beliefs questioned in order to gain a deeper understanding of the issue. When facilitating this protocol, remember to have students identify one “most” significant idea from the text (underlined or highlighted ahead of time), stick to the time limits, and have equal sized circles so all small groups finish at approximately the same time.

- 1) Sit in a circle, and identify a facilitator/time-keeper.
- 2) Each student needs to have one “most” significant idea from the text underlined or highlighted in the text. It is often helpful to identify a “back up” quote as well.
- 3) The first person begins by reading what “struck him or her the most” from the text. Have this person refer to where the quote is in the text - one thought or quote only. Then, in less than 2 minutes, this person describes why that quote struck him or her. For example, why does s/he agree/disagree with the quote, what questions does s/he have about that quote, what issues does it raise for him or her, what does s/he now wonder about in relation to that quote?
- 4) Continuing around the circle each person responds to that quote and what the presenter said, briefly, in less than a minute. The presenter should silently listen, taking notes on what his/her peers say. The purpose of the response is:
  - to expand on the presenter’s thinking about the quote and the issues raised for him or her by the quote
  - to provide a different look at the quote
  - to clarify the presenter’s thinking about the quote, and/or
  - to question the presenter’s assumptions about the quote and the issues raised (although, at this time, there is no response from the presenter as he/she is simply actively listening to the other students responding)
- 5) After going around the circle with each student having responded for less than one minute, the person that began (the presenter) has the “final word.” In no more than one minute the presenter responds to what has been said. Now what is s/he thinking? What is his or her reaction to what s/he has heard?
- 6) The next person in the circle then becomes the presenter and begins by sharing what struck him or her most from the text. Proceed around the circle, responding to this next presenter’s quote in the same way as the first presenter’s. This process continues until each person has had a round with his or her quote.
- 7) For each round, allow about 6 minutes (circles of 4 participants: presenter 2 minutes, response 1 minute for 3 people, final word for presenter 1 minute). The role of the facilitator is to keep the process moving, keep it clear and directed to the article, and keep time so everyone gets an opportunity for a round. Total time is about 35 minutes for a group of 5 (30 minutes for a group of 4, 45 minutes for a group of 6). End by debriefing the process in your small group.

**\*\*Variation:** For younger (or struggling) students, you might add the following

scaffolds: 1) As in the *Block Party* protocol, the teacher could select key quotes that will hone students in on the most important and intriguing elements of the text (ensuring that the conversation can be rich). Students can then each be assigned quotes randomly or could select the most meaningful one from the teacher-provided choices, etc; 2) Provide some additional time at the beginning of the protocol for students to gather their initial thoughts and responses about their quote in writing. This would add **Writing to Learn** to this protocol.

Protocol: Four A's

CIF Strategies: **Classroom Talk, Literacy Groups, Scaffolding**

Time Required: 30 min (or more, depending on group size)

Notes: This pushes students to think very critically about a text. Most classes will need you to model responding to the 4 A's questions before being able to do it on their own with another text.

- 1) The group reads the text silently, highlighting it and writing notes in the margin on post-it notes in answer to the following four questions (you can also add your own "A"s):
  - 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?
- 2) Form multiple small groups of students (3 – 5 usually works best). In a round, have each student identify one assumption in the text, citing the text (with page numbers, if appropriate) as evidence.
- 3) Either continue in rounds or facilitate a conversation in which the groups talk about the text in light of each of the remaining "A"s, taking them one at a time – what do people want to argue with, agree with, and aspire to in the text? Try to move seamlessly from one "A" to the next, giving each "A" enough time for full exploration. (\*\*Variation: You could group students in fours and assign each student one "A" question to report on to their group. Listening group members take notes on their peers' thoughts)
- 4) End the session with an open whole group discussion framed around a question such as: What does this mean for us? What are the implications of this text's ideas?
- 5) Debrief the text experience.

**Protocol: Record, Reduce, Reflect**

**CIF Strategies: Classroom Talk, Scaffolding, Writing to Learn, Questioning, Literacy Groups**

**Time Required: 30 min**

**Notes:** This is another simple way to promote critical reading of text and student to student discussion about the key ideas and reactions to what they read.

- 1) Students should be in groups of four.
- 2) *Record:* Students read the text and individually write down key ideas, thoughts, and responses as they read.
- 3) *Reduce:* In pairs, students summarize the key ideas. They write them down.
- 4) *Reflect:* Each pair in the small group shares their key ideas with the others. They then discuss further implications and reflections based on the text. This reflection section often needs 1 or 2 good questions (teacher or student generated) to foster rich reflective discussion.
- 5) Share out some key ideas whole group.

## INDEX OF PROTOCOLS

Protocol Name	Page No.	Min. Time Required**	CT	WTL	CGW	LG	Q	S
3 - 2 - 1	4	3 min	x	X	x		X	X
Back to Back	6	5 min	X		x			
Block Party	17	15 min	X	X		X		
Chalk Talk	10	5 min	X	X			X	
Clock Partners	8	5 min	X		x			
Collaborative Annotation	14	10 min	X	X				
Corners	10	5 min	X			x		
Feedback Carousel	15	15 min	X				X	
Fishbowl	18	15 min	X			X	X	X
Four A's	20	30 min	X			X		X
Gallery Walk	17	15 min	X					
Huddle Up	13	10 min	X					
Jigsaw	16	15 min	X			X	X	X
Knowledge Continuum	12	5 min	X				X	X
Numbered Heads Together	9	5 min	X					
Paired Listening	7	5 min	X					X
Reduce, Record, Reflect	21	30 min	X	X		X	X	X
Stand Up, Hand Up, Pair Up	5	5 min	X		x			
Take a Stand	5	5 min	X					
Talking Chips	8	5 min	X					
Talking Strips	9	5 min	X					
Text Rendering	14	15 min	X	X	x	X		
The Final Word	19	30 min	X			X		
Three Minute Review	4	3 min	X	x			X	
Triad Protocol	15	15 min	X			x	X	X
Valley of Values	6	5 min	X					X
Wagon Wheel	7	5 min	X					
Write, Pair, Pair, Share	11	8 min	X	X				X
Write, Pair, Share	11	5 min	X	X				X

*\*\*The minimum times required do not include initial modeling/practice when first introducing a new protocol. Allow for some extra time the first time or two. Also, depending on your lesson objective and the richness of the content being discussed, you may want to slightly or greatly expand the protocol time.*

### **Key**

CT: Classroom Talk  
 WTL: Writing to Learn  
 CGW: Collaborative Group Work  
 LG: Literacy Groups  
 Q: Questioning  
 S: Scaffolding

X: Strategy used in main protocol  
 x: Strategy used in protocol variation