Reading Protocols

These Reading Protocols are useful for reading and processing longer passages in a team.

Connect-Extend-Challenge

How are the ideas and information presented connected with what you already knew?
What new ideas did you get that extended or broadened your thinking in new directions?
What challenges or puzzles have come up in your mind from the ideas and information presented?
As you read, individually record personal connections, extensions, and challenges.
Write your thoughts down.
Be prepared to share your connections extensions and challenges with the group.

Four "A's" Text Protocol

Read the text
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:

- 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?

Discussion rounds
1. In a round, have each person identify one assumption in the text, citing the text (with page numbers, if appropriate) as evidence.

2. Either continue in rounds or facilitate a conversation in which the group talks 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.

3. End the session with an open discussion framed around a question such as:
What does this mean for our work with students?

Go-Around One Protocol

- Person #1 reports one idea that he or she recorded.
- While Person #1 reports, other group members listen, but do not question Person #1, comment, or give clues.
- When Person #1 finishes, Person #2 reports while the group listens.
- Repeat until all group members have reported all of their ideas.
- The group discusses ideas that were reported.

Golden Line Protocol

1. Read the text silently, highlighting or using Post-it notes to identify those parts of the text that:
• Raise questions for you
• Confirm what you already believe
• Make you say, "Aha"
• Conflict with your beliefs
• Cause you to reconsider prior assumptions
• Show constraints of the problem or topic

2. Choose two different "Golden Lines" that you want to share with the group. Two provides a choice in case someone else chooses the same line and shares similar reactions.

3. Each person has one minute to share his or her line, by directing group members into the text, reading the chosen line and then explaining the significance of that line.

4. As each person reads and responds to their "Golden Line" all group members quietly listen.

5. Whole group discussion takes place after each person has had a chance to share. The group discusses what this means to our work with students.

I Used to Think..., Now I Think...

Reflect on your current understanding of this topic and respond to each of the sentence stems:
- I used to think...
- Now I think...

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Says-Means-Matters

Read a passage/article and describe what they say about the topic. (Says)
Interpret what you think the topic is about (Means).
Now write why you think that the topic is important (Matters).

Share responses with discussion group.

[Says-Means-Matters Graphic Organizer](#)

They Say..., I Say..., So What...?

Read a passage/article and describe what they say about the topic.
Interpret what you think the topic is about (I say).
Now write what the topic means to you (so what).

Six Word Synthesis

1. Read and mark up the text to gain an understanding of the ideas and applications.
2. Synthesize your ideas about the reading into only six words. Your six words could
be a sentence, phrase, connection, personal learning, or an Aha.
3. Record your six words for presentation to the group.
4. Be prepared to connect your six words to content in the text.

Micro Lab Protocol

Share:
The first person in the group shares for two minutes.
The other members listen attentively without comment or interruption.
Pause for 30 seconds of silence to take in what was said.
Repeat for persons two and three, pausing for a moment of silence after each round.
Discuss as a group, referencing the comments that have been made and making connections between the responses.

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Sentence-Phrase-Word

In your discussion group, review the text that you have read and each select your own:
- Sentence that was meaningful to you, that you felt captures a core idea of the text
- Phrase that moved, engaged, or provoked you
- Word that captured your attention or struck you as powerful

As a group discuss and record your choices. Begin each sharing with your words, then phrases, then sentences. Explain why you made the selections you did. Create a chart similar to the one shown below. Include small page numbers by each word, phrase, or sentence from the text.

Looking at your groups' collective choices of words, phrases, and sentences, reflect on the conversation by identifying:
- What themes emerge?
- What implications or predictions can be drawn?
- Were there aspects of the text not captured in your choices?

Word	Phrase	Sentence

Emerging themes?

Implications?

Aspects of the text not yet captured?

"Final Say"

1. Read selection and highlight important information.
2. Select 3 points/quotes that stood out to you as most important.
3. In small teams:
- Team member 1 leads by referring the other members to the page of their first quote. They read the quote aloud.
- All other members of the team take turns clockwise to respond individually to the quote shared.
- When all other members have shared, team member 1 finally has the opportunity to explain why they chose the quote, what it meant to them and any new connections or new thinking that stemmed from the responses of the other team members.
- Next team member leads by following the same process of previous round. Protocol is complete when all members have shared all of their three selected quotes.

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