

Final Word Protocol

GRADES

6 - 12

DISCIPLINE

 ELA

COURSE

Any

PACING

 50min

SKILL AND DEFINITION

PRODUCT AND PROMPT

SCORING GUIDE

INSTRUCTIONAL STRATEGIES

POST-READING > ENHANCING

COMPREHENSION: Ability to identify the central point and main supporting elements of a text while actively listening and discussing texts

FINAL WORD PROTOCOL

While reading the text, you will annotate and/or take notes on at least three compelling ideas and cite textual evidence for each. Then, you will engage in sharing ideas and listening and responding to ideas from other students in your group. Finally, you will summarize the main ideas of your conversation.

Annotations and/or notes **meet expectations** if they

- include at least 3 compelling ideas
- cite at least 3 pieces of textual evidence
- refer to other students' ideas
- contain an appropriate summary of the class's key discussion threads

1. Briefly **explain** steps 2-6 and answer any questions students have. (5 minutes)
2. Divide the class into **groups of four**. Assign each person one of the following roles: **facilitator** (monitors the process), **timekeeper** (monitors the time), **speaker #1** (begins the first round), and **reporter** (reports out to the whole class). (5 minutes)
3. Students read the text and annotate and/or take notes on at least **3 compelling ideas** from their reading. Students must cite **textual evidence** for each compelling idea. (10 minutes*)
4. Speaker #1 has up to *3 minutes* to **share one of his/her compelling ideas** and textual evidence with the group. The speaker 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? The facilitator ensures no one may speak other than Speaker #1. The other group members should take notes on the speaker's comments. (3 minutes)
5. Moving clockwise, each person has up to *1 minute* to **address the speaker's idea**. 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). The facilitator ensures no one may question or comment other than the assigned speaker. The first speaker should take notes on the other group members' comments. (1 minute)
6. When all four have had a chance to speak, Speaker #1 has up to *1 minute* to give the "**final word**," which should synthesize and reflect on the other three student's observations. Now what is s/he thinking? What is his or her reaction to what s/he has heard? (1 minute)
7. Speaker #2 (the person to the left of Speaker #1) chooses and cites a different idea, and students should repeat steps #4-6. (5 minutes)
8. **Repeat** step #7 for Speakers #3 and #4. (10 minutes)
9. The reporters will **share** with the whole class on the key threads

			<p>of their conversations. Ask all students to summarize the reading. (10 minutes)</p> <p>*The time for Step #2 depends on the length and complexity of the assigned text.</p> <p><i>This protocol is adapted from the National School Reform Faculty's Final Word protocol.</i></p>
	<p>Standards:</p> <p>SL.6.1 : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.7.1 : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.1 : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.9-10.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>RI.6.2 : Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.7.2 : Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.8.2 : Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.9-10.2 : Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI.11-12.2 : Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>		

by Juliana I. Thompson

