"They Say, I Say" Questioning Protocol

GRADES	DISCIPLINE	COURSE	PACING
8 - 9	**Other**	**Any**	🕐 **50**min

SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
ANNOTATION AND QUESTIONING: Ability to respond to the text and ask questions about the reading.	**"THEY SAY, I SAY" QUESTIONING PROTOCOL** Students will read a text and they will practice annotating statements that resonate and questioning other claims (using a T-chart). At the end, they will summarize the central ideas of the text.	Exemplary - Complete notes and thorough summary demonstrating clear understanding of the text Good - Complete notes and summary demonstrating basic understanding of the text Needs Work - Incomplete notes and/or inadequate summary demonstrating a lack of understanding of the text	1. Distribute copies of the text. 2. Instruct students to get highlighter(s) and pens/pencils and create a T-chart that says "They Say" on left column and "I Say" on right column. 3. Review annotating (see teacher resources below for bookmarks and anchor charts) and questioning the text (sample bulleted questions) with all students.

- What is the author trying to say here?
- What is the author's message?
- What is the author talking about?
- What does the author mean here?
- Does the author explain this clearly?
- Does this make sense with what the author told us before?
- How does this connect to what the author told us here?
- Does the author tell us why?
- Why do you think the author tells us this now?
- How do things look for this character now?
- Given what the author has already told you about this character, what do you think the author is up to?
- How has the author let you know that something has changed?
- How has the author settled this for us?

4. Model annotating and questioning portions of the text using the first paragraph using available SMART board.

- Ask students for annotations; ask them to consider things they agree with (make an annotation) and disagree with (make a notation on the T-chart) as they read the text. Encourage varied responses for the same piece of text to help students understand that it is ok that their responses may vary.
- Ask students to follow along and copy initial annotations.

5. Instruct students to finish reading/annotating the text and creating their T-charts.

6. At the end of the independent reading time, students will work with a

partner to review each other's annotations and T-charts.

7. Students will ask their peers clarifying questions if they do not understand their peer's annotations.

8. At the end of this exercise, students should summarize the article.

Standards:

CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

Additional Attachments:

📄 **DOC111015-11102015082326.pdf**
📄 **DOC111015-11102015082317.pdf**
📄 **Screen Shot 2015-11-10 at 1.39.26 PM.png**
📄 **Screen Shot 2015-11-10 at 1.28.18 PM.png**
📄 **Screen Shot 2015-11-10 at 1.38.07 PM.png**
📄 **Prompts for Questioning the Author.docx**

by Juliana I. Thompson

Adapted from *"It Says, but I Think"* *by Wendy Sass and Juliana I. Thompson*