**FACILITATION**

The following protocols were used in this session:

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| **ICQ** | As participants read the text silently, fill in the graphic organizer:* I (3 INTERESTING points from the text)
* C (2 CONNECTIONS to the text/self/world)
* Q (1-2 QUESTIONS of the text)
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| **Annotating the Text** | Participants read a text, highlight or underline significant passages, and jot connections, questions and comments that the text brings to mind.  |
| **It Says, I Say, and So** | As a way to frame the reading of a text, participants note significant words, phrases and/or ideas directly from the text under ‘It Says’, connections and/or interpretations under ‘I Say’, and conclusions and/or implications under ‘And So.’ These responses are then shared within a small group.  |
| **The Four “A’s”** | As participants read the text silently, fill in the graphic organizer to answer 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 is the call to **Action**?  |
| **Roundtable Alphabet** | This protocol is an excellent pre-reading and post-reading activity to do with students. It acts as an anticipatory chart. Participants fill in as many words or phrases that connect to the topic of choice. From here, students can delve deeper into some of the terms that they came up with to illicit further discussion and understanding.After reading or viewing or listening, participants can add new words to their alphabet chart.  |
| **4 Key Words** | Participants read a text, highlight or underline significant passages.Then, individually, choose **4 key words** from the text that they feel best captures the importance or relevance of the text.After writing their 4 key words down, students are to convene in groups and share their key words together (arguing or defending their choices).Then, as a group, students create a new list of 4 words to share with the whole class.  |
| **Final Word** | *As participants read they are to identify one aspect of the article that they find interesting.* * The first person identifies the aspect of the article he/she found interesting and shows where it is in the article.

Everyone listens without talking.* The person to the left builds on the ideas presented by the first speaker.
* When everyone has had an opportunity to speak, the original speaker has an opportunity to give “the final word”.
* The second person identifies a different aspect of the article and the process continues.
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