

# NSRF Protocols and World Café In Kid-Friendly Language

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## **Essential Question: How can structured conversations strengthen equity of participation and learning in elementary classrooms?**

National School Reform Faculty (NSRF) Protocols  
Modified for Use in Elementary Classrooms

### **NSRF Protocols**

#### **Microlab**

Structured discussion: best used to build equity and listening skills. Helps build understanding of a concept from basic to higher-order

Possible Classroom Uses

- Literature discussion
- Getting-to-know you activities
- Math and science warm-ups

Primary Modifications

- Best taught by using one question when introducing the protocol (beginning of school year), then building to two and three questions once stamina increases.
- Use numbered/colored popsicle sticks to help students understand the order in which they will be talking (color-code questions with sticks for visualization).

Intermediate Modifications

- Before each turn during discussion, identify students who will speak by having them raise their hands.
- Have students share their discussion with the class in between questions to keep students engaged.

#### **4 A's Math**

Problem-solving text based discussion; best used to analyze word problems and maximize the students' ability to supply a full defense of thoughts

- Analyze
- Agree
- Answer
- Argue

Possible Classroom Uses

- Word problem solving
- Vocabulary understanding

#### Primary Modifications

- "Analyze" for younger students should be a list of vocabulary words they notice in the problem.
- Break apart each step by using questions under the "A words". Example: Analyze- What words in the problem are important?"
- Answer should simply be the answer to the problem.
- Students will need instruction on how to use the words agree and argue prior to beginning the protocol.

#### Intermediate Modifications

- "Analyze" for older students should include a list of vocabulary and important numbers from the problem as well as any computations they may need to solve the problem.

### **4 A's Reading**

Text-based discussion; best used with a non-fiction text.

- Agree
- Argue
- Assume
- Aspire

#### Possible Classroom Uses

- Identify an author's purpose
- Identify an author's point of view.
- Model persuasive writing

#### Primary Modifications

- Use a section of the text.
- Break apart each step by using questions under the "A words". Example: Assume- What do you think the author knows a lot about?"
- You may want to begin with just one "A" and then build on each one more each time you use the protocol to build understanding.
- Have students work on one "A" at a time. Reduce the amount of time spent on each "A".

#### Intermediate Modifications

- Use a full text
- Use each "A" word within a question. Example: What do you assume the author knows a lot about?"
- Give students one set amount of time for all four "A's". This allows them to spend more time on one "A" if needed.

## **World Café\***

Open-discussion based protocol; best used to promote equity and gain of multiple understandings

### Possible Classroom Uses

- Literature discussion
- Solving world problems in Math
- Discussion of concepts in Science

### Primary Modifications

- Hand out necklaces that identify the host of the table.
- Allow students to also draw and label pictures.
- Have chairs set up for each group so that when switching, students can easily see which group needs more members.
- Use 2 questions that build higher order thinking and real world connections.

### Intermediate Modifications

- Students number themselves within their groups and the teacher assigns a specific number to be the host.
- Use a statement for the first round to bring in a variety of knowledge of the content. Use a question for the second round to make a real world connection.

## **Tea Party**

Pre-reading text-based discussion protocol; best used to introduce new readings

### Possible Classroom Uses

- Predicting skills
- Drawing conclusions
- Inferring
- Warm-ups in all subject areas

### Primary Modifications

- Supply a phrase or sentence for each student.
- Reduce time of discussion to keep students focused.
- Supply a question students should use to help make meaning of their supplied texts.  
Example: Why might the author have written this text?

### Intermediate Modifications

- Supply a sentence or two for each student.
- Increase time of discussion to encourage deep discussion.
- Allow students to freely make meaning of their supplied texts.

### **Chalk Talk**

Written conversation amongst an entire class; best used to share individual thoughts and make connections to other readers.

#### Possible Classroom Uses

- Discussion of character traits
- Personal reading dialogue
- Compare/contrast multiple character (reading) or objects (science), etc.
- Fast finisher discussion
- Morning meeting/ message

#### Primary Modifications

- Use 4-6 different charts with different topics or questions that students can move around to. This keeps students moving and thinking.
- Make 2 copies of each chart and split the class into two groups to manage writing space and number of students in each area.

#### Intermediate Modifications

Split students into 4 to 6 groups with one question to answer to help build deeper discussion.

### **Text Rendering Reading**

Text-based discussion; best used to construct meaning of a text.

#### Possible Classroom Uses

- Identify main idea
- Identify mood
- Identify tone
- Identify author's language

#### Primary Modifications

- A lesson will need to be taught prior to protocol to identify the difference between words (one word), phrases (two to four words together), and sentences (includes many words together with punctuation at the end and uppercase letter at the beginning).
- Use a section or two of text.
- Give students a chart to write in to keep them focused on that purpose.
- In the final part of the protocol, compile words, phrases, and sentences as a whole group.

#### Intermediate Modifications

- Use a full text.
- Have students highlight or record multiple words, phrases, and sentences and then narrow their selections down to the most meaningful one of each.
- In the final part of the protocol, have students work in small groups to compile words, phrases, and sentences and then bring those lists to be combined as a class.

## **Writing Rendering**

Text-based protocol; best used to peer edit writing.

### Possible Classroom Uses

- Identify good uses of language in writing, e.g. alliteration
- Identify new vocabulary in writing
- Identify good uses of grammar in writing

### Primary Modifications

- Have students highlight one word, phrase, and sentence.
- Give students a chart that includes a section for the word, phrase, and sentence chosen and a section for why they chose each of them.
- In the final part of the protocol, compile words, phrases, and sentences as a class.

### Intermediate Modifications

- Have students highlight multiple words, phrases, and sentences.
- Use post-it notes to explain students' highlighted choices.
- In the final part of the protocol, have students work in small groups to compile words, phrases, and sentences and then bring those lists to be combined as a class.

The following are modifications made in directions given to students for each protocol:

### Microlab

1. Read Question #1 and think about how you might answer it.
2. Person #1 tells their team members their answer.
3. Person #2 tells their team members their answer.
4. Person #3 tells their team members their answer.
5. Read Question #1 and think about how you might answer it.
6. Person #2 tells their team members their answer.
7. Person #3 tells their team members their answer.
8. Person #1 tells their team members their answer.
9. Read Question #1 and think about how you might answer it.
10. Person #3 tells their team members their answer.
11. Person #1 tells their team members their answer.
12. Person #2 tells their team members their answer.

### 4 A's (Reading)

1. Read and think about the question.
2. Read the text by yourself, with a partner, or with a group.
3. Write down what you assume (believe) the author is trying to say.
4. Write down what you agree with what the author has said.
5. Write down what you argue with what the author has said.

6. Write down what you aspire to do (want to do) after reading this text.
7. Answer the question by using your 4 A's.

#### 4 A's (Math)

1. Read and think about the question.
2. Analyze- Write down words that may help you answer the question.
3. Agree- Write down how your group agrees to the question.
4. Answer- Answer the question with your group.
5. Argue- Argue, or defend why your answer is correct.

#### Text Rendering

1. Read the question.
2. Read the text by yourself, with a partner, or with a group.
3. Highlight a word that might help you answer the question.
4. Highlight a phrase that might help you answer the question.
5. Highlight a sentence that might help you answer the question.
6. Meet with your group and collect your words, phrases, and sentences.
7. Answer the question with your group by using your words, phrases, and sentences.

#### World Café

1. Read the first statement or question and think about what it means to you.
2. Discuss the statement or question as a group.
3. As a group, write down everything that the statement or question makes you think of.
4. Rotate to a new table (the host always stays at the same table).
5. The host shares ideas they have just discussed.
6. As a group, add, change, or make connections to the previous group's work.
7. Rotate to a new table (New Host)
8. Read the second question and think about what it means to you.
9. Discuss the question as a group.
10. As a group, write down everything that the question makes you think of.
11. Rotate to a new table (the host stays at the same table).
12. The host shares ideas they have just discussed.
13. As a group, add, change, or make connections to the previous group's work.

#### Chalk Talk

1. Read and think about the statement.
  1. Silently add any thoughts, comments, or ideas.
- \*\*\* You may comment on other ideas by drawing an arrow to connect your idea.

### Text Rendering

Focus Question: What language does the author use to set the mood of the text?

### Word

Page Number

Mood that it creates

How?

### Phrase

Page Number

Mood that it creates

How?

### Sentence

Page Number

Mood that it creates

How?

A simple artifact for the discussion is a piece of paper divided into four boxes:

North Quadrant: Agree. How are your thoughts and the author's thoughts the same?

East Quadrant: Aspire. What does the author want you to do after reading this text?

South Quadrant: Argue. How are your thoughts and the author's thoughts different?

Here is a second taxonomy for the piece of paper divided into four boxes:

West Quadrant: Assume. What does the author seem to know a lot about?

North Quadrant: Analyze. What words are important to solving the problem?

East Quadrant: Argue. Defend why your answer is correct.

South Quadrant: Answer. What is the correct answer to the problem?

West Quadrant: Agree. How does your group agree to solve the problem?

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