

Listening to the Text

What this protocol does: This protocol structures students to notice the text's details and practice bringing textual evidence to support interpretations. It supports the PoP stance that we should listen to the text and seek to understand what the text is saying. The protocol prompts students to read and re-read the text so that the voice of the text remains a prominent voice in the conversation. Giving each student in a havruta pair a chance to read out loud also strengthens that student's engagement with the text and reinforces the idea that it is we who need to give voice to the text in order to listen to it closely.

Materials students need: Students will need access to the text. Students will need the protocol. Each havruta **group** will need a link to their own shared google doc with the accompanying template.

Notes for the teacher: This protocol and accompanying template uses factual and interpretive questions. Factual questions have a correct answer that can be pointed to in the text. The factual questions help students look for and notice details in the text. They promote students' basic comprehension and understanding of the pshat (or plain meaning) of the text. Interpretive questions have more than one plausible answer that can be supported by the text. They open up possibilities of meaning and opportunities for students to engage with the text more fully. Interpretive questions require students to go back to the text and bring evidence from it to support their answers. Teachers can choose how many factual and interpretive questions seem like the right amount for their students for the timeframe.

Protocol: Listening to the Text

- 1 Greet one another and take a couple of minutes to catch up socially.
- 2 One of you read the text out loud.
- 3 Together, answer the first set of questions (factual questions).
- 4 The partner/s who has not yet read the text, should re-read the text out loud.
- 5 Respond to the interpretive questions, helping one another find the evidence in the text that supports your idea. Type in your evidence.
- 6 Each of you reflect individually: What is something that you heard in the text that surprised you or that you noticed? What is something that was challenging about listening to the text?

Example Template for Listening to the Text

Names:

Text:

[Insert Factual Question #1]

Answer: [if applicable such as with a biblical text, you may want to ask students to write where they found the answer, chapter and verse.]

[Insert Factual Question #2]

Answer:

[Insert Factual Question #3]

Answer:

[Insert Interpretive Question #1]

Our response to this question:

Evidence from the text that supports our response:

- 1.
- 2.
- 3.

[Insert Interpretive Question #2]

Our response to this question:

Evidence from the text that supports our response:

- 1.
- 2.
- 3.

Reflection

Name of partner A:

What is something that I noticed or surprised me in this text?

What is something that was challenging about listening to the text?

Name of partner B:

What is something I appreciate about this text?

What is something that was challenging about listening to the text?

