





Dr. Kinsella's Strategic Academic Discussion Routine ~ Step by Step

Phase 1: Think	 Establish purpose
	1. Visibly display the discussion question
	2. Students repeat question
	3. Model brainstorming response(s)
	4. Prompt students to reflect and briefly record responses
Phase 2: Write	 Transition to sentence writing
	1. Introduce frame(s) (<i>visibly displayed, include model response</i>)
	2. Students repeat first model response (<i>silently, phrase-cued, chorally</i>)
	3. Direct attention to grammatical target (<i>underline, highlight</i>)
	4. Prompt students to select an idea from the brainstorming list
	5. Direct students to write an academic response using the first frame
	6. Circulate reading sentences, providing feedback
	7. Introduce second frame (<i>visibly displayed, include model response</i>)
	8. Students repeat second model response (<i>silently, phrase-cued, chorally</i>)
	9. Direct attention to grammatical target(s) (<i>underline, highlight</i>)
	10. Prompt students to select another idea from the brainstorming list
	11. Direct students to write a second academic response using the frame
	12. Circulate reading sentences, providing feedback, and to preselect reporting
	13. Cue students to select their strongest response
	14. Preselect one or two students to report
Phase 3: Discuss	 Transition to partner interaction
	1. Direct students to silently reread their sentences in preparation to share
	2. Cue partner (A/B, 1/2) to read their sentence to their partner (<i>twice</i>)
	3. Circulate listening, providing feedback, and to identify strong responses for reporting phase
	4. Cue partners to restate and briefly record each other's idea in the guide
Phase 4: Report	 Transition to whole group reporting
	1. Elicit reporting with entire frame, (<i>visibly displayed</i>)
	2. Assign active listening task(s) : take notes, point out similarities/differences
	3. Record student contributions : list on white board, Thinking Map
	4. Cue identified students to report
	5. Elicit additional responses using inclusive strategies (<i>name cards, popcorn, volunteers</i>)
	6. Briefly synthesize contributions and make connections to article focus