

Dr. Kinsella's Academic Discussion Routine & Sample Language

Transitions & Steps:		Sample language
Phase 1: Think	Establish purpose	<i>As we read the article, we will ask ourselves this question...</i>
	1. Visibly display the discussion question	<i>Point to the discussion question on page ____.</i>
	2. Students repeat question	<i>Read the discussion question with me, first silently and tracking with your pen. Now let's read aloud together in phrases.</i>
	3. Model brainstorming response(s)	<i>The purpose of a brainstorming list is to think freely and quickly jot down as many ideas as possible in brief phrases. My initial response is that... If you share my perspective, start your list with this idea.</i>
	4. Prompt students to reflect and briefly record responses	<i>Put your pens down and reflect on this question for 30 seconds. Consider your own experiences and background knowledge. Now jot down at least two ideas.</i>
Phase 2: Write	Transition to sentence writing	<i>Now let's select ideas from our list to write academic statements.</i>
	1. Introduce frame(s) (visibly displayed, include model response)	<i>For today's academic discussion, we will use two different sentence frames. I have rewritten my two strongest perspectives using the sentence frames.</i>
	2. Students repeat first model response (silently, phrase-cued, chorally)	<i>Read the first model response with me in phrases. Now let's wake up your public voices by reading aloud my model response.</i>
	3. Direct attention to grammatical target (underline, highlight)	<i>Highlight the words "should/should not". This indicates our response should be written in the present tense. To complete the frame, the words "because they" must be followed by a present tense verb phrase and a strong reason. Be sure to include relevant content that relates to girls' athletic ability.</i>
	4. Prompt students to select an idea from the brainstorming list	<i>Review your brainstorming list and select the most appropriate perspective to complete this frame.</i>
	5. Direct students to write an academic response using the first frame	<i>Quietly rewrite one idea using the first frame. If you need assistance with spelling, grammar, or word choice, raise your pen and I will gladly help you.</i>
	6. Circulate reading sentences, providing feedback	<i>Since your perspective is that girls should not be allowed to play on boys' teams, your reason must relate to athletic ability not fashion preferences.</i>
	7. Introduce second frame (visibly displayed, include model response)	<i>Now let's direct our attention to the second frame and my model response.</i>
	8. Students repeat second model response (silently, phrase-cued, chorally)	<i>Read the first model response with me in phrases.</i>
	9. Direct attention to grammatical target(s) (underline, highlight)	<i>Notice that after the expression "due to", I have written a noun phrase, "a girl's muscle mass", a group of words naming a thing. Underline the noun phrase. "Due to" signals a cause and is followed by a noun phrase, a specific thing.</i>
	10. Prompt students to select another idea from the brainstorming list	<i>Review your brainstorming list and select another perspective relevant to this frame.</i>
	11. Direct students to write a second academic response using the frame	<i>Quietly rewrite your idea using the second frame. If you need assistance with spelling, grammar, or word choice, raise your pen and I will assist you.</i>

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	12. Circulate reading sentences, providing feedback, and to preselect reporting	<i>Since you are defending your position with a childhood experience, your verbs must be in the past tense. Reread your statement and check your verb tenses.</i>
	13. Cue students to select their strongest response	<i>Reread both of your responses. Put a check mark next to the response that you consider the most convincing statement of your opinion.</i>
	14. Preselect one or two students to report	<i>I plan to call on you at the beginning of our class discussion to report that idea.</i>

Phase 3: Discuss	Transition to partner interaction	<i>"Now we'll share perspectives with partners."</i>
	1. Direct students to silently reread their sentences in preparation to share	<i>Reread your sentence silently in preparation for sharing with your partner.</i>
	2. Cue partner (A/B, 1/2) to read their sentence to their partner (twice)	<i>Read your sentence to your partner twice: first, read it fluently; second, make eye contact and say it with expression. Let's begin with partner 2 this time. If you both finish sharing your selected response, share your second response until I call time (1, 2, 3, eyes on me).</i>
	3. Circulate listening, providing feedback, and to identify strong responses for reporting phase	<i>I didn't catch your ideas. Will you please share again making eye contact and using more expression? Thank you.</i>
	4. Cue partners to restate and briefly record each other's idea in the guide	<i>Now I'd like you to add your partner's idea to your list. Partner 1 will go first. Restate your partner's idea using this expression ... ("So what your saying is.. If I understand you correctly,...") If your partner confirms that this is what s/he intended to say, record the idea. Then switch roles.</i>

Phase 4: Report	Transition to whole group reporting	<i>"Now let's hear some of your responses."</i>
	1. Elicit reporting with entire frame, (<i>visibly displayed</i>)	<i>I'll remind you to use your public voice and the sentence frame if you are called upon to report.</i>
	2. Assign active listening task(s): take notes, point out similarities/differences	<i>I have three active listening tasks for the discussion: 1) look at the speaker; 2) record two ideas in the guide; 3) listen for similarities.</i>
	3. Record student contributions: list on white board, Thinking Map	<i>I will record all of your contributions in phrases on the board, but you can simply jot down three additional ideas.</i>
	4. Cue identified students to report	<i>__, please share your perspective.</i>
	5. Elicit additional responses using inclusive strategies (<i>name cards, popcorn, volunteers</i>)	<i>Let's hear some other perspectives. (Pull name card.) __, please report. We have time for two contributions. I'd like one from both sides of the room.</i>
	6. Briefly synthesize contributions and make connections to article focus	<i>While listening to your academic discussion, I was impressed with the range and thoughtfulness of your responses. You have diverse opinions which you justified with convincing reasons. Many of you held the opinion that... As we delve into the article, we may find evidence to support or dispel these opinions.</i>