

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

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