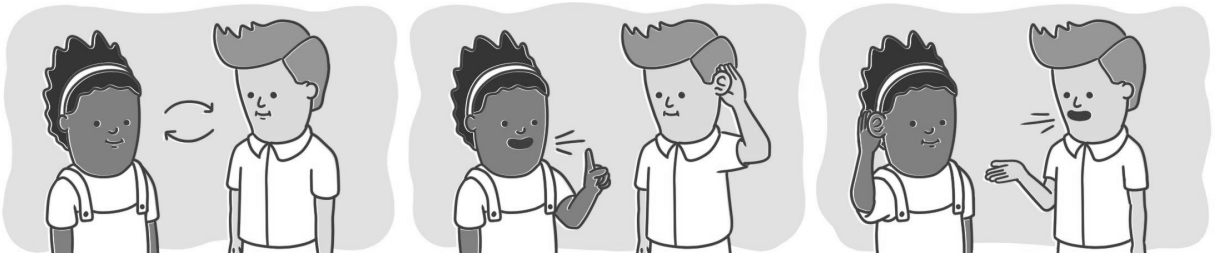
Structured discourse routines reference



The table below lists key structured discourse routines that appear throughout the Amplify Science K-8 program. Each routine promotes student cooperation and provides a low-stakes environment for students to practice speaking and listening while working with complex science content. Consider adding structured routines like these to any lesson to provide additional practice and peer support for all students, particularly diverse learners in your class.

Use the Discourse routine slide templates resource to find discourse routine templates you can add to any Classroom Slides deck.

Shared Listening	In Shared Listening, students work in partnerships and discuss a pair of questions. Partner A answers the first question and Partner B answers the second question. The partner who is not answering the question is assigned a specific way to respond, for example, repeat what they heard their partner say, ask a question about their partner's answer, or agree or disagree with their partner and say why. *Though this routine only appears formally in K-1 units, teachers up to 8th grade have reported it's a useful way to structure partner talk!*
Think-Pair-Share **Think-Write-Pair-Share** **Think-Draw-Pair-Share**	This trio of routines follow the steps in their title. Students, working in pairs, are presented with a question then given time to think about it, and in some cases to draw an answer or jot some notes. When the teacher gives a signal, they turn to their partners and share their responses. After sharing in pairs, a few students are asked to share with the whole group, often prompting a longer class discussion.
Building on Ideas	Building on Ideas helps students activate prior knowledge and discuss science ideas. This routine is especially helpful for English learners as it allows students to hear models of language from their peers in a low-stakes setting before sharing with the whole class. One student answers a question while the other listens, then partner B repeats what they heard and agrees or disagrees with evidence. Partner A repeats what Partner B added and decides whether they have changed their mind or not.

Concept Mapping	Students are given sets of 3-6 cards with key unit vocabulary or science concept words. In small groups, they lay the cards out on large paper and annotate connections and relationships. Creating visual maps of how ideas connect is particularly supportive for diverse learners to build deep conceptual understanding.
Thought Swap	This routine invites each student in a pair to explain themselves clearly to a partner, to carefully listen to the ideas shared by the partner, and to share their own or their partner's ideas with the class. Students then rotate partners and repeat the process with a new partner and prompt. Often teachers facilitate this routine by having students in two lines facing one another.
Word Relationships	Students are given sets of 3-6 cards with key unit vocabulary on them. In pairs or small groups, they work to construct sentences using words on multiple cards that illustrate their content understanding or answer a question.
Evidence Circles	Groups of about 4 students work together to analyze pieces of evidence on Evidence Cards and determine which of multiple claims each piece of evidence supports. The Evidence Circles routine is a way to prepare students to independently construct written arguments.
Write and Share	Each member of a group of 3-4 students is given a different piece of evidence to interpret independently. They take notes and write about their evidence, then come together with their small group to share and discuss their evidence. The evidence is conceived of so that each piece is necessary to understanding a larger content idea; thus, as they discuss, students learn from each other and come to conclusions about what each piece means when interpreted together. *Note this routine appears only in 6-8 units, but could be leveraged for any students that are able to write independently.*