

4 A's Text Protocol

Purpose

To facilitate a deep and comprehensive engagement with a text, fostering rich discussion among students. This protocol guides students to analyze the author's assumptions, argue points they disagree with, ask questions to the author (hypothetically), and share what they agree with and their opinions regarding the text.

Preparation

Before the session, students should read the selected text and jot down notes in their composition books. While reading, consider the following questions to foster a deeper understanding and to prepare for the discussion:

- What assumptions does the author of the text hold?
- What do you agree with in the text?
- What do you want to argue within the text?
- What parts of the text do you wish to ask the author about?

These notes will be a vital tool during the discussion, helping to spark insightful conversations.

Facilitation Tips

- Use the text assigned to read in class for this activity.
- This protocol can be applied to a range of materials, including novels, essays, videos, etc.
- Time Required: Approximately 30-40 minutes (can be adjusted based on the text and group size).
- Materials Needed: Copies of the text, a timer, a composition book for noting down points, and ELAchieve discussion cards.
- Students should read or view the text before the session.

- The facilitator should be familiar with the text and ready to guide the discussion.

Assign specific roles in the quad:

- Facilitator: Guides the discussion and keeps time.
- Recorder: Writes down the group's insights and responses.
- Reporter: Shares the group's responses with the larger group.
- Observer: Monitors the group dynamics and offers feedback at the end.

Set ground rules for the group, emphasizing respect for others' opinions and active listening.

Procedure

1. (7 minutes) Students discuss the **assumptions** they identified in the text. Use the ELAchieve discussion cards to discuss.
2. (7 minutes) Students share and **argue** their opinions about the text, discussing likes, dislikes, and points of contention. Use the ELAchieve discussion cards to discuss.
3. (7 minutes) Students share what they **agree** with in the text, discussing how it resonated with them or influenced their thoughts. Use the ELAchieve discussion cards to discuss.
4. (7 minutes) Students formulate and **ask** hypothetical questions they would like to pose to the author, fostering a deeper understanding of the text. Use the ELAchieve discussion cards to discuss.
5. (3 minutes) The observer shares feedback on the group dynamics and engagement level. Use the ELAchieve discussion cards to discuss.
6. (9 minutes) The group debriefs, reflecting on the insights gained and the overall discussion experience. Use the ELAchieve discussion cards to discuss.

Note: The timeline is flexible and can be adjusted according to the group's needs.