



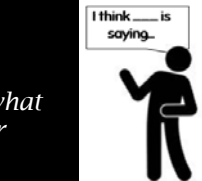




Talk Moves to Support Discourse

<p>Individual Think Time</p> <p>“Take a minute and think about...”</p> <p>“Take your time.”</p>		<ul style="list-style-type: none"> • After posing a question, wait at least five seconds for students to think and organize their thoughts before calling on anyone.¹ <ul style="list-style-type: none"> • Often elicits longer, more thoughtful responses. • After a student responds, wait at least five seconds before reacting or commenting.² <ul style="list-style-type: none"> • Allows the student to reflect on what was said and elaborate further. • Allows an opportunity for more students to respond to what was said. <p>¹Also known as Wait Time I ²Also known as Wait Time II.</p>
<p>Turn-and-Talk</p> <p>“Turn and talk to your partner...”</p>		<ul style="list-style-type: none"> • Direct students to discuss with a partner, providing an opportunity for every student to share their thinking. • Circulate and listen to partner talk to select strategies or ideas to be shared. • Allows students to test out ideas in a smaller, safer setting, increasing the likelihood the student will be willing to contribute to the whole class discussion.
<p>Adding On</p> <p>“Would someone like to add on to what ___ just said?”</p>		<ul style="list-style-type: none"> • Invite students to join the discussion by asking for further commentary. • Encourages students to build on each other's ideas and further the discussion.
<p>Reasoning</p> <p>“How many of you agree with...? Why?”</p> <p>“Why does that make sense?”</p>		<ul style="list-style-type: none"> • Ask students to compare their own reasoning to someone else's reasoning. • Highlight's the speaker's thought process and elicits respectful discussion of ideas.
<p>Repeating</p> <p>“Can you repeat what ___ said in your own words?”</p>		<ul style="list-style-type: none"> • Ask a student to restate what another student said. • Validates the speaker's thinking and helps students pay attention to each other's thinking and show they understand. • Gives the class another rendition of the speaker's contribution so they can follow the conversation.
<p>Revoicing</p> <p>“So you're saying...”</p>		<ul style="list-style-type: none"> • Paraphrase what the student has said, then ask the student to verify whether or not the statement was correct. • Can be used to clarify, amplify, or highlight an idea. • Helps other students follow along.
<p>Revising</p> <p>“Would anyone like to share how their thinking has changed?”</p>		<ul style="list-style-type: none"> • Allow students to revise their thinking as they gain new insights from the discussion. • Provides an opportunity for students to self-correct or make sense of someone else's reasoning.