



Talk Moves for the Teacher to Support Classroom Discussions

Adapted from *Classroom Discussions* (Chapin, O'Connor, and Anderson) and *Intentional Talk* (Kazemi and Hintz)

- ❖ **Revoicing:** Repeat some or all of what the student has said, then ask the student to respond and verify whether or not the revoicing is correct.
 - “So you’re saying that...”
 - “Is this what you are saying?”
 - “Tell me if I summarize your idea correctly.”
 - “Did I capture your idea correctly?”

- ❖ **Repeating:** Ask a student to repeat or rephrase another student. Restating can help to slow the conversation down and check for understanding.
 - “Can you repeat what _____ said in your own words?”
 - “Who can explain what ____ said?”
 - “Can anyone help us to understand what _____ discovered?”

- ❖ **Reasoning:** After students have had time to process a classmate’s claim, ask students to compare their own reasoning to someone else’s reasoning.
 - “Do you agree or disagree with this idea? Why?”
 - “Why does that idea/strategy make sense?”
 - “How does your partner’s idea compare to your own idea?”

- ❖ **Adding On:** Invite students to add to a presented idea.
 - “Would someone like to add on to _____’s idea?”
 - “What else could we say about this idea?”
 - “Could we make our class statement more precise?”
 - “Would could add something to this idea to make it easier to understand?”



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- ❖ **Wait Time:** Wait after asking a question before calling on a student. Also, invite students that are sharing an idea to take a minute if they need to organize their thoughts.
 - “Take your time...”
 - “Let’s give everyone a moment to think about this. Then we will talk together.”
 - “Let’s start with some private think time.”

- ❖ **Revise:** Allow students to revise their thinking as they have new insights.
 - “Has anyone’s thinking now changed?”
 - “Would you like to share how your thinking changed while you worked today?”
 - “Did something that we’ve talked about lead you to change your mind on an idea?”

- ❖ **Turn and Talk:** Circulate and listen to partners talk. Use the information you hear to choose who to call on for sharing out to the whole group. This talk move allows students to clarify and share ideas, while giving everyone a chance to engage in the conversation. It also serves as a way for you to assess understanding.
 - “Turn and Talk to your partner about how you would estimate the answer.”
 - “Turn and Talk to your partner. How did you solve the problem?”
 - “Partner A, please share your idea first today when you Turn and Talk.”