

Productive Talk Moves

Classroom talk has the power to improve both students' learning and ability to reason and teachers' ability to teach. Teachers use talk moves and other tools to help their students achieve four important goals

| Goal 1: Helping Individual Students Clarify and Share Their Own Thoughts | | | |
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| Talk Move | What It is | Examples | Purpose |
| Wait Time | This first move involves not talking. Instead, it is waiting at least four seconds after asking a question and after calling on a student. | <ul style="list-style-type: none"> • <i>I can tell you are processing that idea. Take your time.</i> • <i>In thirty seconds, I am going to ask you for your ideas. Think quietly about what you want to say.</i> | Wait time gives students time to formulate and verbalize his or her thoughts. Waiting communicates that you (and the class) have patience as a student attempts to clearly communicate thinking. |
| Turn and Talk | <i>Turn and talk</i> or partner talk is also called <i>think-pair-share</i> . In this talk move, the teacher gives students thirty seconds to think to themselves and then gives a minute or so for them to put their thoughts into words with their nearest neighbor. | <ul style="list-style-type: none"> • <i>What do you think about that idea? Turn and talk with your partner.</i> • <i>Turn and talk about the questions you have.</i> • <i>Why does that work? Think quietly for thirty seconds and then turn and share your ideas with your partner.</i> | This talk move gives students a brief amount of time to focus and refine their thoughts with a partner. It offers students who struggle with language time to test out an idea in a small, safe setting. |
| Revoicing | This talk move involves you repeating part or all of what a student says and asking them if what you said is correct. | <ul style="list-style-type: none"> • <i>So you're saying that the two expressions are equivalent.</i> • <i>It sounds like you think two thirds is greater than three sevenths because two thirds is greater than $\frac{1}{2}$ and three sevenths is less than $\frac{1}{2}$. Is that correct?</i> | The <i>revoicing</i> move gives you time to think about what the student is saying and check for your understanding. In addition, it gives other students a chance to hear the idea again, perhaps in a clearer version. |
| Say More... | <i>Say More</i> is used to prompt students to expand and provide more information for others to work with. | <ul style="list-style-type: none"> • <i>I am not sure I understand yet. Say more about your approach.</i> • <i>Would you give an</i> | The <i>Say More...</i> move is used when students seem to be aiming to say the absolute minimum. By using some variation of <i>Say More</i> , you will get students |

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| | | <i>example?</i> <ul style="list-style-type: none"> • <i>Tell us more about what you're thinking.</i> | to share their thinking more thoroughly. |
| Goal 2: Helping Students Orient to the Thinking of Others | | | |
| Repeating | This talk move is similar to <i>revoicing</i> . However, in this case, students restate someone else's reasoning. | <ul style="list-style-type: none"> • <i>Who can repeat?</i> • <i>Who can put that into their own words?</i> • <i>Can anyone repeat what they heard [student's name] say?</i> • <i>Who can say that again for us?</i> | This talk move helps students to pick up and work with the ideas and reasoning that other students are producing. By asking students to repeat or restate someone else's idea, they are taking action to understand the thinking of others. |
| Goal 3: Helping Students Deepen Their Own Reasoning | | | |
| Press for Reasoning: Why Do You Think That? | Following a student's response, ask a variation of <i>Why Do You Think That?</i> to press for reasoning. | <ul style="list-style-type: none"> • <i>Why do you think that?</i> • <i>Can you prove it to us?</i> • <i>What is your evidence?</i> • <i>What convinced you that was the answer?</i> • <i>Why did you think that strategy would work?</i> | This talk move is designed to help students explain their thinking and get better at providing evidence for their claims. |
| Goal 4: Helping Students Engage with the Reasoning of Others | | | |
| Reasoning: Do you Agree or Disagree.... And Why? | This talk move involves asking students to apply their own reasoning to someone else's reasoning. | <ul style="list-style-type: none"> • <i>What do others think about what he/she just said?</i> • <i>Who agrees or disagrees, and why?</i> • <i>Does anyone have another way of looking at that?</i> | With this talk move, you are opening up the floor for others to weigh in on the specific question or claim that is being discussed. As students take a position on what another student has said, they begin to have a stake in the talk. |
| Adding On | This talk move is used to prompt students to further participate in the discussion. This move is also useful when a student makes a contribution that provides only one step towards a more complex explanation. | <ul style="list-style-type: none"> • <i>Who can add on to what [student's name] just said?</i> • <i>Who can take that idea another step?</i> • <i>Rosie got us started. Who can pick it up from there?</i> | This general talk move invites everyone into the conversation and encourages students to continue interacting with one another's ideas. |