

Discourse Talk Moves .

Meta-cognitive Questions

The teacher asks the student to think about their thinking.

“What progress am I (are we) making on this problem?”

“What gaps do I (we) have in my (our) thinking?”

Probing

The teacher asks students to make public more of their thinking.

“Can you tell me more about that... ?

“Can you explain it in a different way?”

Pressing

Holding students accountable for their thinking. Do not allow students to offer shortcut responses, unsupported claims, or respond with “you know.” .

“What evidence do you have for that claim?”,

“Isn't that a contradiction to what you said earlier?”

“Why do you think that?”

Revoicing

The teacher tries to repeat what a student has said, then asks the student to respond and verify whether or not the teacher's revoicing is correct.

“So you're saying...”

Using Wait Time

The teacher waits at least ten seconds for students to think before calling on someone for an answer.

“Take your time... we'll wait.”

Discourse Talk Moves .

Meta-cognitive Questions

The teacher asks the student to think about their thinking.

“What progress am I (are we) making on this problem?”

“What gaps do I (we) have in my (our) thinking?”

Probing

The teacher asks students to make public more of their thinking.

“Can you tell me more about that... ?

“Can you explain it in a different way?”

Pressing

Holding students accountable for their thinking. Do not allow students to offer shortcut responses, unsupported claims, or respond with “you know.” .

“What evidence do you have for that claim?”,

“Isn't that a contradiction to what you said earlier?”

“Why do you think that?”

Revoicing

The teacher tries to repeat what a student has said, then asks the student to respond and verify whether or not the teacher's revoicing is correct.

“So you're saying...”

Using Wait Time

The teacher waits at least ten seconds for students to think before calling on someone for an answer.

“Take your time... we'll wait.”