

## 5 Talk Moves

### Increasing Rigor in Classroom Discussion

1. **Revoicing** – Paraphrasing some or all of what the student has said and asking them to verify if your statement was correct. Can be done by teacher-listener or student-listener.

*“So you’re saying...”*

This talk move helps bring clarity to the student’s response for both the speaker and the listener.

Classroom Discussions p. 12

2. **Restating** – Asking students to restate someone else’s reasoning.

*“Can you repeat what Philip just said in your own words?”*

This move validates the speaker, helps the listeners follow the speaker’s reasoning, and gives ELL’s and those who need more thinking time a chance to process the information.

Classroom Discussion p. 13

3. **Applying Own Reasoning** – Asking students to apply their own reasoning to someone else’s statement.

*“Do you agree or disagree with that statement? Why?”*

Explaining thinking is critical to mathematical learning. This move also highlights the speaker’s thought processes.

Classroom Discussions p. 14

4. **Prompting for Participation** – Inviting students to join the discussion.

*“Would someone like to add on?”*

This move can be used alone to invite students into the conversation or in conjunction with the other moves to keep the discussion active.

Classroom Discussions p. 15

5. **Wait Time** – Allowing for a few moments of silence after a student has been asked a question.

*“Take your time....we’ll wait”*

At least 10 seconds is a good amount of time to be given between asking a question and choosing a student to respond. The same amount of time is also necessary to give the chosen student time to organize their response after being called upon. This gives ELL’s and those who need more time a chance to think the question through and contribute to the discussion. More points of view are added to the discussion.

Classroom Discussions p. 115