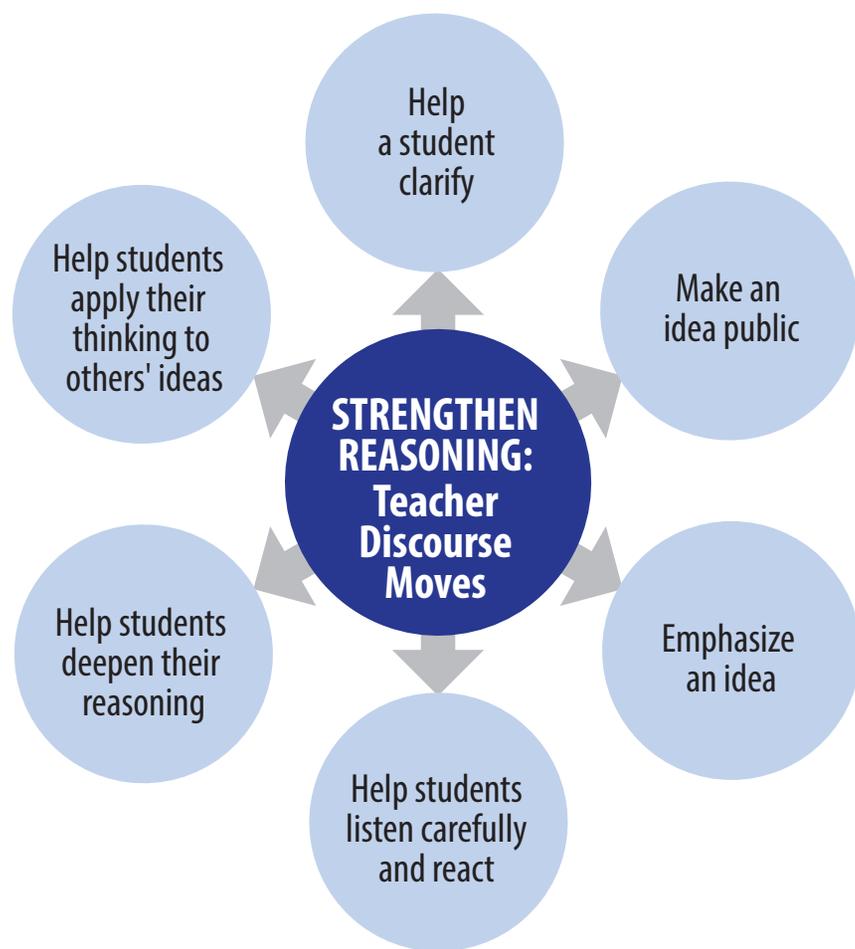


# TEACHER DISCOURSE MOVES



This material is based upon work supported by the National Science Foundation under Grant No. DRL-1346491. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.



**DOING AND TALKING MATH AND SCIENCE**  
Strengthening Reasoning, Strengthening Language

## Help a student clarify his/her thinking

Wait time: 20-30 seconds after questions and after responses.

"Can you say some more about that?"

"Can you show us what you mean?"

"Can you draw that?"

## Make ideas and thinking public and available for discussion

"Tell us more about what you're thinking."

Clarify/repair how idea is expressed, without overriding student's ownership.

"Did I say your idea correctly?"

Re-voice to connect everyday expression to more precise academic language. "So, you're saying..."

## Mark/emphasize a particular idea

"Rebroadcast" an idea by revoicing, or ask a student to re-voice or paraphrase to give an idea more exposure so everyone can hear it and think about it again.

"That's interesting. Can you say that again for us?"

"Will someone re-tell that idea for us?"

## Help students listen carefully to and think about others' ideas

"Who can rephrase or repeat that idea for us?"

"How is that idea different from what we had said earlier?"

"Who wants to explain the evidence that Group A used?"

"Do you agree or disagree with that?"

"Whose idea/thinking is most different from your own?"

## Help students deepen their reasoning

"Will you tell us more about your thinking on that? Why do you think that works?"

"Would that always be true?" "Is there a condition that would make that false?"

"How could you show that that is true?"

"How could we revise our model to account for this?"

"What new questions do you have now? What do we need to know more about now?"

## Help students apply their thinking to others' ideas; prompt peer-to-peer talk

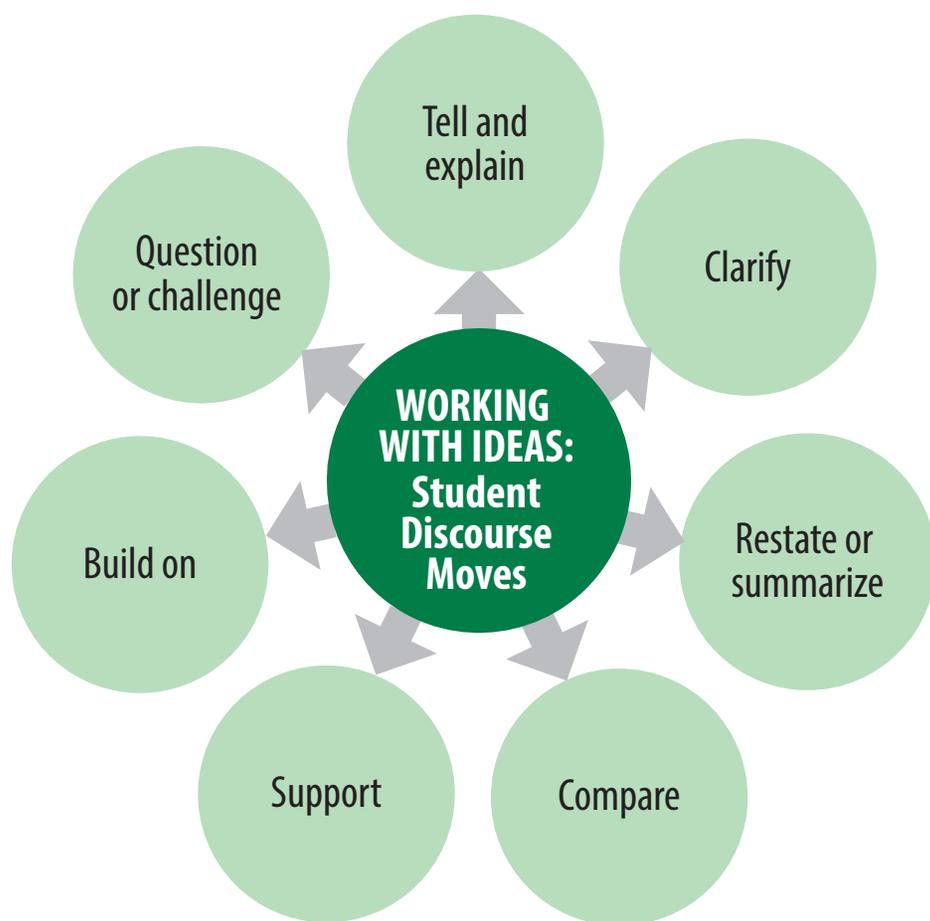
"Who will re-tell that idea for us? Please check back with X to see if you told it correctly."

"Who is ready to tell us the connection between those two ideas?"

"You look uncertain. What can you ask X to find out more?"

"How does that idea build on the last one? What's the connection?"

# STUDENT DISCOURSE MOVES



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**DOING AND TALKING MATH AND SCIENCE**  
Strengthening Reasoning, Strengthening Language

## Tell or explain a new idea

"I think..."  
"I know it will work because..."  
"The best strategy would be..."

## Clarify someone's idea

"Say again, please."  
"What did you mean when you said...?"  
"Are you saying that...?"

## Restate or summarize an idea

"He said..."  
"In other words,..."  
"The suggestion was made that..."

## Compare ideas

"The same."  
"Ours is better because..."  
"The new strategy is more efficient because..."

## Support an idea

"Good idea, because..."  
"Remember, it said in our book that..."  
"The advantage of that method is..."

## Build on an idea

"Let's try that."  
"We should change our model to show that."  
"That idea would help us figure out why..."

## Question or challenge an idea

"Why?"  
"But that doesn't explain what we saw when..."  
"Is there a more efficient way to ...?"