

Talk Moves

ALL GRADE LEVELS

GUIDELINE KEY

This resource is related to the following ELSF Guidelines:

SUBJECT

MATH

AREA OF FOCUS

I

V

GUIDELINE

1

14

SPECIFICATION

1B

14A

Description of resource and intended audience:

“Talk moves” are ways the teacher can facilitate the progression of a discussion amongst students without being the one doing all the talking. This chart provides language for the teacher to prompt students to remain/become engaged in the conversation. If further scaffolds are needed, the teacher can provide sentence frames so that students can learn language forms needed to respond to each other appropriately.

Materials needed: As you first begin to use this strategy, it is helpful to have the Talk Moves resource printed for easy reference. After a while, the Talk Moves become internalized.

Approximate time needed: Talks moves are employed when students are orally responding to prompts.

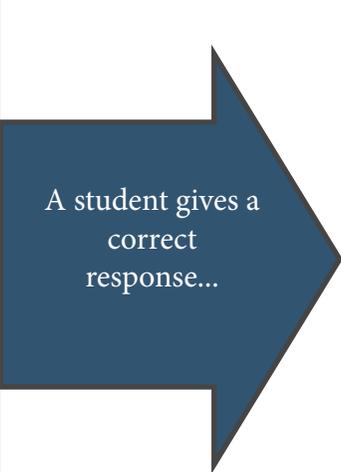
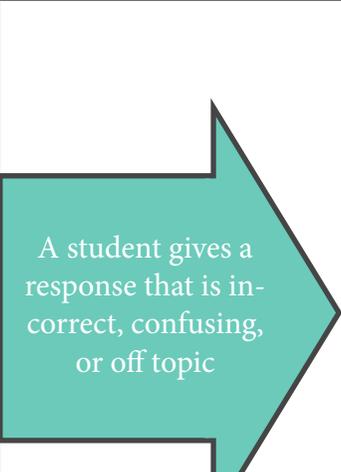
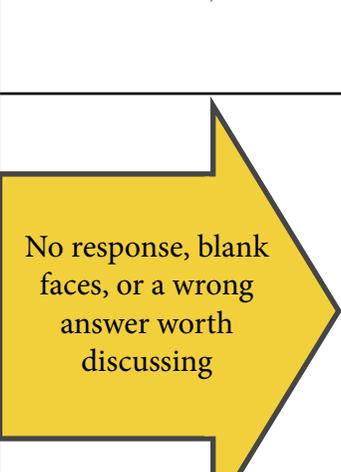
Instructions:

After a prompt is posed, use the map guide on the following page to encourage discourse

Works Cited

Adapted from “Talk Move Map” by Catherine O’ Connor.

Retrieved from: https://wordgen.serpmedia.org/discussion_and_debate.html

What happens	You think...	What is a useful move?	Example
 <p>A student gives a correct response...</p>	Gee, Good point! Did everyone get that?	Get others to rephrase or repeat what was said	<ul style="list-style-type: none"> Can anybody put that in their own words? Who thinks they could repeat that?
	Students heard this, but I want them to connect with this idea!	Ask others what they think	<ul style="list-style-type: none"> Who agrees or disagrees, and why? Who wants to add on to what s/he just said? What do you think about that idea? Does anyone have a different view?
	I think students got that, but I need to dig deeper into this student's thinking	Ask students why they think that	<ul style="list-style-type: none"> What let you to think about it that way? What's the evidence you used? Can you explain your reasoning to us? How did you figure that out?
 <p>A student gives a response that is incorrect, confusing, or off topic</p>	We've really gotten off track. Even though they're engaged, this isn't the question we're trying to consider.	Use your best judgment to get the students back on track	<ul style="list-style-type: none"> Can you link this back to our question? Can someone tell me how this fits in with our question? Gee, what was our question? Let's recall where we're going.
	Huh?? I didn't understand that at all	Ask the student to say more.	<ul style="list-style-type: none"> Can you say more about that? Could you say that again? Can you give an example of what you mean? So, let me see if I understand. Are you saying _____?
	That's the wrong answer, and it's not going to take us anywhere!	Use your best judgment how to move on.	<ul style="list-style-type: none"> Can you say that again? Does anyone have a different view? Well, actually, remember when we (give correction).
 <p>No response, blank faces, or a wrong answer worth discussing</p>	That's the wrong answer, but it might be very productive to discuss it!	Get students to say more about how/why they arrived to that answer.	<ul style="list-style-type: none"> Why do you think that? Say more. What makes you say that? What do other people think? Can someone rephrase that?
	I guess they need time to think!	Stop and have students process, give time to think.	<ul style="list-style-type: none"> Stop & think or Stop & Jot THEN Turn-and-talk THEN Ask again!