



Using *“Talk Moves”* to Promote Rich Classroom Discussions

Role of Student Discussion

Importance of Discourse in Science, ELA, & Social Studies

- *In order to process, make sense of, and learn from their ideas, observations, and experiences, students must talk about them....Talk forces students to think about and articulate their ideas. (Ready, Set, Science, p.88)*
- *Talk supports deeper reasoning and encourages students to reason with evidence (Talk Science Primer, p. 4)*
- *....This kind of classroom discourse leads to deeper engagement in the content under discussion and surprisingly elaborated, subject matter-specific reasoning by students who might not normally be considered able students (Innovations in Educational Psychology, p. 174)*

Challenges in Facilitating Discourse

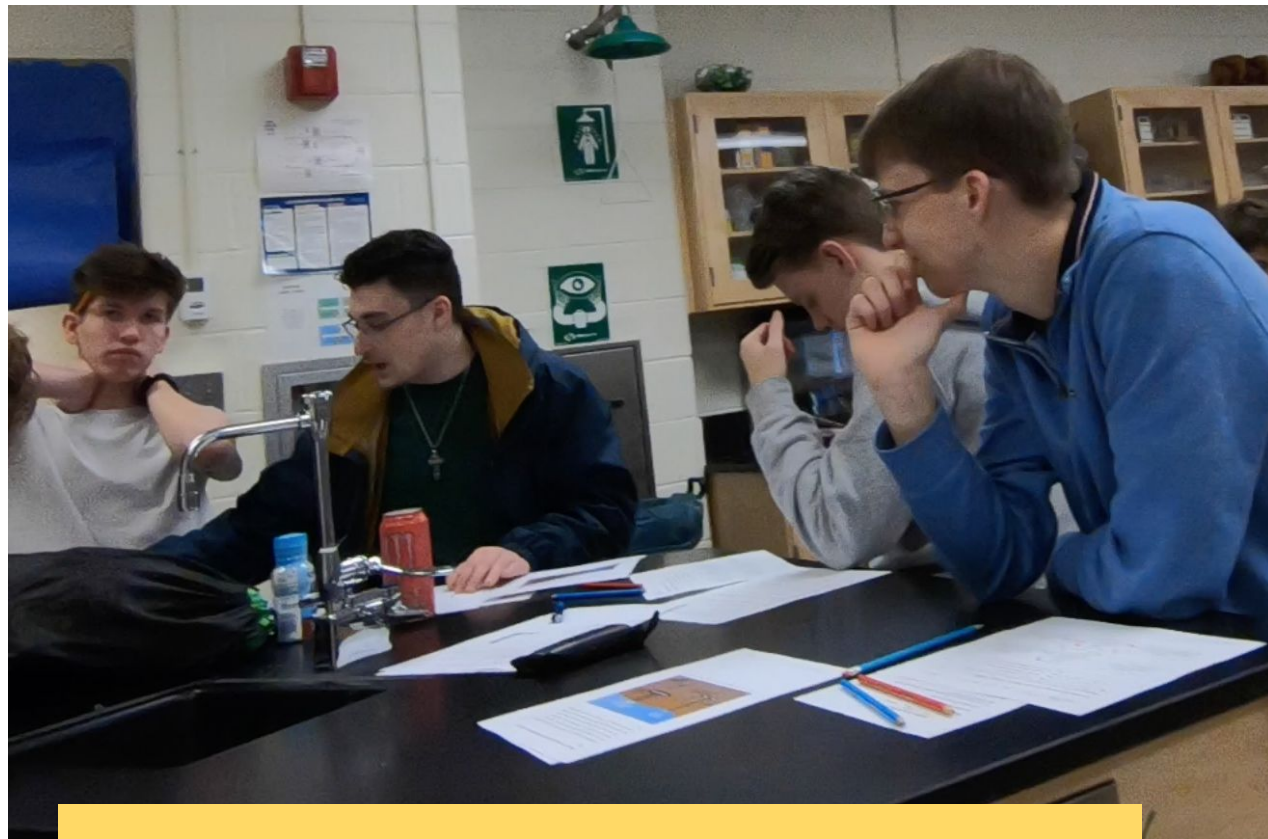
Changing long-standing discourse patterns in the classroom is not a simple undertaking. Students and teachers will require extensive modeling and ongoing support to become comfortable and competent with more effective talk formats. (Ready, Set, Science, p. 90)

Reasoned discourse is a habit, a way of life. It must be socialized, learned by living daily for many months and years in an environment that expects such behavior, supports it, and rewards it in overt and subtle ways. (Innovations in Educational Psychology, p. 172)



What strategies do you use?

Turn &
Talk



How do you get THIS?



Instead of THIS?

What does Academically Productive Talk Look Like?

- Belief that students can do it
- Well established ground rules
- Clear academic purposes
- Understanding of the academic content
- Framing questions and follow up
- Appropriate talk format (participation structures)
- Use set of strategic “Talk Moves”



Strategies for Discussion... “Talk Moves”

HOW LEARNING HAPPENS

Encouraging Academic
Conversations With Talk Moves



[Video LINK](#)



Strategies for Discussion...

“Talk Moves”

Table Talk:

- Compare/contrast social and academic talk
- What did the teacher recognize as challenges to productive talk among students?
- Why is productive talk necessary in academics?



What are “Talk Moves?”

- Strategies that encourages participation, conversation, and collaboration
- Open ended discussion prompts
- Require active listening
- Create a classroom culture where students are regularly expected to speak, listen, and respond to one another

***Require direct instruction and
MUST be modeled!***

<i>Talk Move</i>	<i>Example</i>
Revoicing	“So let me see if I’ve got your thinking right. You’re saying _____?” (with space for student to follow up)
Asking students to restate someone else’s reasoning	“Can you repeat what he just said in your own words?”
Asking students to apply their own reasoning to someone else’s reasoning	“Do you agree or disagree and why?”
Prompting students for further participation	“Would someone like to add on?”
Asking students to explicate their reasoning	“Why do you think that?” or “What evidence helped you arrive at that answer?” or “Say more about that.”
Using wait time	“Take your time. . . . We’ll wait.”

READY, SET, SCIENCE (P. 91)

STRATEGIES

Share & Clarify

- Turn & talk....
- Can you say more about...?
- What did you mean by....?
- Are you saying that....?
- Can you give an example....?

Time to Think

- That's okay... take your time!

Rephrase & Repeat

- Can you repeat what was said in your own words?
- What do you think she/he meant by....?
- What does that mean?
- What is another way of saying that?

Have you used these? HOW?

STRATEGIES

Agree/Disagree

- What do others think?
- Do you agree or disagree?
- Are you saying the same thing or something different?
- How is your idea different?
- Can you respond to that idea?

Adding On

- Can you add to that idea?
- Can someone take that idea and add to it?
- How would you build on that idea?

Have you used these? HOW?

STRATEGIES

Evidence & Reasoning

- Why do you think that?
- What's your evidence?
- How did you arrive at that conclusion?
- How does the evidence relate to your claim?
- Say more about that....

Challenge or Counter

- Does it always work that way?
- What makes that a good example?
- How does that idea compare to his/her idea?
- What if it had been... instead?

Have you used these? HOW?

Promoting Discourse

Talk Moves

Strategies for facilitating discussion

Getting started with Talk Moves:



Contribute an Idea

I think that...
It seems to me that...
It says that...
I wonder if...
Some people think that...
I'm not sure that this is important, but...



Build on an Idea

I would add that...
I want to say more about...
In addition...
As well...
Building on what ___ just said, I would like to add...



Support an Idea

For example...
In the text, it says that...
In fact...
I wonder if...
Some people think that...
That's true because...
I would like to add...



Challenge an Idea

How does that relate to our discussion?
What makes that a good example?
Would we all agree with that?
Can you give me an example?
What do you mean by that?
However...

Going Deeper with Talk Moves:



Focus the Conversation

We're talking about...
This is similar to...
We're not talking about...but we are considering...
I think this means that...
I think it's important to include...
In other words...



Monitor Focus and Understanding

What do we know so far?
So you're saying...
I think what you mean is...
I'm a little confused about...
How can we bring this back to the question of...
Can you explain that to me?



Synthesize the Conversation

Let's review what we've said so far...
Would someone like to tell us the main points?
The big idea coming out of this conversation is...
The main point seems to be...
As a result of this discussion we should...
From all that we've said, we can conclude that...

Provide graphic organizers and checklists to students

See Handouts!

Applying Talk Moves to MEL & Lateral Reading Activities

How can we use in MEL and Lateral Reading activities to:

- Guide small group discussion
- Whole class summaries

Turn & Talk!

Talk Moves

ADD ON

"I would like to add on to what _____ said."

REASONING

"I agree because _____."

"I disagree because _____."

"This is true because _____."

REPEATING

"I heard you say _____."

"Can you repeat what you said?"

REVOICING

"So, you are saying _____."

"What I think you said was _____."

"Did you mean _____?"

SAY MORE

"Can you say more about that?"

"Can you give us more examples?"

PRESS FOR REASONING

"Why do you think that?"

"What is your evidence?"

Source: King Middle School, Portland, Maine, via Edutopia.

Talk Moves

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PRESS FOR REASONING

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Checklist

Goals for Productive Discussions and Nine Talk Moves

Talk Science

In the Inquiry Project

Goal One Help Individual Students Share, Expand and Clarify Their Own Thinking	Notes/Frequency of Use
<input type="checkbox"/> 1. Time to Think - Partner Talk - Writing as Think Time - Wait Time	
<input type="checkbox"/> 2. Say More: "Can you say more about that?" "What do you mean by that?" "Can you give an example?"	
<input type="checkbox"/> 3. So, Are You Saying...?: "So, let me see if I've got what you're saying. Are you saying...?" (always leaving space for the original student to agree or disagree and say more)	
Goal Two Help Students Listen Carefully to One Another	
<input type="checkbox"/> 4. Who Can Rephrase or Repeat? "Who can rephrase what Javon just said or put it into their own words?" (After a partner talk) "What did your partner say?"	
Goal Three Help Students Deepen Their Reasoning	
<input type="checkbox"/> 5. Asking for Evidence or Reasoning "Why do you think that?" "What's your evidence?" "How did you arrive at that conclusion?"	
<input type="checkbox"/> 6. Challenge or Counterexample "Does it always work that way?" "How does that idea square with Sonia's example?" "What if it had been a copper cube instead?"	
Goal Four Help Students Think With Others	
<input type="checkbox"/> 7. Agree/Disagree and Why? "Do you agree/disagree? (And why?)" "What do people think about what Ian said?" "Does anyone want to respond to that idea?"	
<input type="checkbox"/> 8. Add On: "Who can add onto the idea that Jamal is building?" "Can anyone take that suggestion and push it a little further?"	
<input type="checkbox"/> 9. Explaining What Someone Else Means "Who can explain what Aisha means when she says that?" "Who thinks they could explain why Simon came up with that answer?" "Why do you think he said that?"	

Applying Talk Moves: Transcript Activity

- Use the transcripts from discussions during Lateral Reading and MEL activities to:
 - Identify moments when teacher and/or students make use of talk moves
 - Identify moments when teacher and/or students *could have* used a talk move
 - *If a student:* What could we do to support students to adopt talk moves in the moment?
 - *If a teacher:* What might the teacher have said? How might that have shifted the conversation?





Questions?

Michaels, S., & O'Connor, C. (2012). Talk science primer. *Cambridge, MA: TERC.*

Michaels, S., Shouse, A. W., & Schweingruber, H. A. (2007). Ready, set, science!: putting research to work in K-8 science classrooms. *National Academies Press.*

Resnick, L. B., Michaels, S., & O'Connor, C. (2010). How (well structured) talk builds the mind. *Innovations in educational psychology: Perspectives on learning, teaching and human development*, 163-194.

***All three documents available free as PDFs online. Consider creating a PLC around discussions!*

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