

## Five Productive Talk Moves

Each talk move listed below is a suggested action that is found to be effective for making progress toward supporting thinking and learning. Each move can be used to support productive talk and also establish a status-free classroom environment in which all students have an equal voice.

Talk Move	Definition/Ideas
<p><b><u>Revoicing</u></b></p> <p>Teacher revoices.</p> <p>“So you’re saying that it’s acting as a catalyst?”</p>	<ul style="list-style-type: none"> <li>• This talk move allows teachers to interact with a student who is unclear.</li> <li>• The teacher tries to repeat some or all of what the student has said.</li> <li>• Then the teacher asks the student to respond and verify whether or not the revoicing is correct.</li> <li>• Few students will improve if teachers only call on the students who are easy to understand.</li> <li>• This move can also be effective when the teacher understands what a student has said but is not sure that the other students in the class understand.</li> </ul>
<p><b><u>Restating (Repeating)</u></b></p> <p>Student restates.</p> <p>“Can you repeat what he just said in your own words?”</p>	<ul style="list-style-type: none"> <li>• This talk move extends the responsibility to the students in the classroom.</li> <li>• By asking one student to repeat or rephrase what another student has said, it requires the class to listen to each other and make sense of ideas shared.</li> <li>• After the student has restated, go immediately back to the original student for follow up.</li> <li>• This move also allows the rest of the class to hear the idea shared one more time so they have more time to process what was shared.</li> </ul>
<p><b><u>Agree/Disagree (Reasoning)</u></b></p> <p>“Do you agree or disagree and why?”</p>	<ul style="list-style-type: none"> <li>• This move encourages students to apply their own reasoning to someone else’s reasoning.</li> <li>• The teacher should not support one position or another but should use the talk move to elicit other ideas.</li> <li>• It is critical that students support their decision by explaining their reasoning as it supports students’ learning.</li> </ul>
<p><b><u>Add on</u></b></p> <p>“Who can add an idea to this discussion?”</p>	<ul style="list-style-type: none"> <li>• This move increases participation by asking other students to add comments to previous statements.</li> <li>• This prompting for more input on previous statements will, over time, result in students showing more willingness to weigh in on what the group is considering.</li> </ul>
<p><b><u>Wait Time</u></b></p> <p>Wait Time 1 Wait Time 2</p>	<ul style="list-style-type: none"> <li>• This move is not about talking at all but instead about silence.</li> <li>• Wait Time 1: Occurs after a teacher has posed a question and before accepting a response</li> <li>• Wait Time 2: Occurs after a student response has occurred and before the teacher or other students respond or comment.</li> <li>• The amount of time to wait should be determined based on what the students must think about.</li> </ul>

*Classroom Discussions: Using Math Talk to Help Students Learn 2<sup>nd</sup> Edition* by Suzanne H. Chapin, Catherine O’Connor, and Nancy Canavan Anderson  
*Thinking Through Quality Questioning: Deepening Student Engagement* by Jackie A. Walsh and Beth D. Sattes