Please enjoy this complimentary excerpt from Visible Learning for Mathematics, Grades K-12. Use these sample language frames in your mathematics class to guide your students to deeper understanding through a thorough explanation of their process.

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SAMPLE LANGUAGE FRAMES FOR MATHEMATICS

- In order to solve this problem, I need to know ________.
- This is a ________ problem because I see ________.
- I started with an estimate by ________.
- We used the problem-solving strategy ________ and our answer is ________ because ________.
- In order to ________, we follow these steps ________.
- I use the ________ operation because the question asked me to ________.
- Describe the process: First, I ________. (step/process) Then, I ________. (step/process) Next, I _________. Finally, I ________.
- My/our answer is ________. I/we think this answer is reasonable because ________.
- Another way to solve this would be ________.
- Can you explain how/why ________?
- If I change ________, my answer would be different because ________.
- I respectfully agree/disagree with ________ because ________.
- I can check my answer by ________.

Restating, which is similar to revoicing, is a move that is extended to other students by asking them to rephrase or repeat what a peer has said. This empowers students to know that their thinking is valued by the teacher and by their peers, and it allows them to listen to classmates and verify that the interpretation of their thinking is accurate. Teaching students how to restate comments made by others in their groups grants permission for students to challenge each other and request clarification. Without this explicit expectation, students are often reluctant to correct their peers and the collaborative conversations falter. However,