Thank you FOR YOUR INTEREST IN CORWIN

Please enjoy this complimentary excerpt from The 5 Practices in Practice: High School. This excerpt provides ‘talk moves’ designed to engage students in class discussions.

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**Talk moves intended to hold students accountable for participation in a discussion**

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| Adding on: Prompting students for further participation | To invite additional contributions to the discussion in order to engage more students or to gain a deeper understanding of an idea | • Would someone like to add on to what she just said?  
• Can you say more about how you figured that out? | Chapin, O’Connor, & Anderson (2009, pp. 13–16) |
| Reasoning: Asking students to compare their own reasoning to someone else’s reasoning | To allow students to engage with and make sense of their peer’s ways of thinking that may be different from their own | • Do you agree or disagree? Why?  
• How is what he said the same as or different from how you thought about it? |
| Repeating: Having a student repeat what another student has said in her own words | To give students another version of a contribution and to ensure that students are engaged in listening to their peers | • Can someone repeat what he just said in their own words? |
| Revoicing: Repeating what a student has said and then checking with the student to make sure you have accurately captured their idea | To clarify what a student has said or to amplify an important idea | • So, you are saying...  
• So, here is what I heard you say... |
| Waiting: Giving students time to think about the question that has been posed before asking for a response | To ensure that all students have an opportunity to think about the question posed and to provide a student who has been called on time to gather his or her thoughts | • Take a minute to think about this.  
• I am going to wait until I see more hands.  
• Take your time... we will wait. |
| Revise: Allowing students to revise their initial thinking based on new insights | To make it clear to students that changing one’s mind based on new information is how learning occurs and that this is valued | • Would anyone like to revise his or her thinking?  
• Has anyone’s thinking changed? Why? | Kazemi & Hintz (2014, p. 21) |
| Turn and talk: Allowing time for students to discuss an idea that has been presented with a partner or small group | To give students time to think about a question that has been posed rather than be expected to answer immediately and to clarify and share ideas with a small number of peers before doing so publicly | • Take two minutes and turn and talk to your table group about... |
| Challenging: Redirecting a question raised back to students or using students’ contributions for further investigation | To turn the responsibility for reasoning and sense-making back to students and develop shared understandings in the classroom | • That’s a good question. What do you think about what she just said? | Michaels, O’Conner, Hall, & Resnick (2013, p. 22) |
| Marking: Noting a valuable contribution that was made to the discussion | To highlight a contribution that is directly relevant to what the teacher is trying to accomplish in the lesson | • Did everyone hear what she just said? She...  
• That’s an important point. |
| Recapping: Summarizing key points made in the discussion by several students | To make public in a concise and coherent way what can be concluded at a particular point | • So in looking across the presentations, here is what I am hearing...  
• Here is what we have discovered... |

*(Continued)*
### Inviting

**Purpose:** To make diverse points of view available for public discussion

- _____ would you share what you and your group came up with?
- _____ you have a puzzled look on your face. What are you thinking?
- _____ your strategy was not the same as this one. What did you do differently?

*Cited from Herbel-Eisenmann, Cirillo, Steele, Otten, & Johnson (2017, pp. liv–lvii)*

### Probing

**Purpose:** To make a student's thinking process more transparent to others, to elicit additional justification for why he took a particular action

- Can you explain how you got...?
- How do you know that?
- Why does that work?