

Talk Moves

ALL GRADE LEVELS

ELA	Math
<p style="text-align: center;">AREA OF FOCUS</p> <p>I Interdependence of Oral Language, Disciplinary Writing, and Text Engagement</p> <p>V Formative Assessment</p>	<p style="text-align: center;">AREA OF FOCUS</p> <p>I Interdependence of Mathematical Content, Practices, and Language</p> <p>V Assessment of Mathematical Content, Practices, and Language</p>
<p style="text-align: center;">GUIDELINES</p> <p>1 Opportunities to engage with grade-level appropriate content and to develop disciplinary practices and knowledge of the subject matter are built through interactive oral language development activities (including speaking and listening).</p> <p>14 Materials provide teacher guidance for consistent formative assessment and feedback strategies that support students' language proficiencies and content understandings.</p>	<p style="text-align: center;">GUIDELINES</p> <p>1 Materials reflect the understanding that students learn language through prolonged exposure and opportunities to negotiate content and ideas in the target language, with scaffolds and supports for further development as needed.</p> <p>14 Assessments able to capture and measure students' mathematics and language progress over time</p>
<p style="text-align: center;">SPECIFICATIONS</p> <p>1a Units include pair or group conversation activities which help students hear and imitate more fluent others as they develop their abilities to develop and challenge ideas using evidence-based reasoning, allowing them to engage with ideas and ELA practices (infer meaning from texts, make arguments, support claims with text evidence, organize ideas, etc.) before writing extensively about them.</p> <p>1b Teacher materials provide guidance on how to engage students in productive and sustained academic discussions in which students negotiate meaning (ask and answer questions) and co-construct knowledge about grade-level texts and content.</p>	<p style="text-align: center;">SPECIFICATIONS</p> <p>1b Encouragement for students to actively build their own understanding of mathematics, using language, through sustained activities and experiences</p> <p>14a Assessments prompt student to use math practices through language (including but not limited to vocabulary)</p>

ELA

SPECIFICATIONS (CONTINUED)

- 1c** Teacher materials include instruction on grouping strategies which encourage students to leverage their oral language resources to engage with complex disciplinary ideas and practices and to support each other in developing disciplinary language in English. For example, homogeneous grouping by language background can allow the teacher to leverage bilingual resources and accelerate content and language learning. Heterogeneous groupings can provide ELs with peer modeling of authentic communication and support by native English-speaking peers. Grouping should be varied and power dynamics balanced so that there are equitable opportunities to speak
- 14a** Teacher materials guide formative assessment and feedback strategies for teachers during student-led discussions and presentations. Teachers are guided to assess students' oral language abilities, content knowledge and disciplinary practices and to determine how students need to be supported in developing concepts, practices, and the oral language to express them.

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!