Discourse Moves

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| **Probing** |
|  | * + What experiences have you had with [idea, concept, object, etc.]?
	+ What did you think was going to happen in this [video, situation, demo]?
	+ What did you notice happening here?
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| *Follow-up prompts* | * + Can you tell me more about…
	+ Can you explain/describe it in a different way?
	+ What do you mean by that?
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| **Pressing** |
| *Asking for examples* | * + Can you give an example?
	+ Can you think of a case where this holds true?
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| *Requests to “fill out” an explanation* | * + Sounds like you have the start of an explanation, [repeat the student’s partial claim or explanation], and you have the end, but isn’t there something that happens in the middle?
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| *Pressing for consistency with other ideas* | * + Does your claim fit with the data we have?
	+ Does your explanation fit with other science ideas, like [state science concept]?
	+ But do we know if [express known science ideas] is consistent with what you are saying?
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| *Asking for evidence or justification* | * + What makes you think that?
	+ What evidence do you have?
	+ How does that idea support your claim?
	+ Do you think that is strong evidence?
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| *Asking how one could test a claim or hypothesis* | * + That’s an interesting idea. Is there a way we could possibly test it to see if it’s true?
	+ What might we need to carry out that test?
	+ What would make a fair test?
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| **Re-Voicing** |
| *Re-voicing to mark a student’s idea* | So, [name of student], what I hear you saying is that [heat has something to do with the motion of the molecules of water in our food dye demonstration]? Am I interpreting that correctly? |
| *Re-voicing to repair how an idea is expressed* | I understand your explanation, but did you mean to say [restate the student’s idea in different words]? |
| *Re-voicing to connect students’ everyday language with academic language* | When you talk about [acceleration], you usually mean [to speed up, like you do when you press the gas on a car]. Scientists use that term in a different way—to mean [any change in speed or direction]. |
| **Prompting Peer-to‐Peer Talk** |
|  | * + Can anyone add to [student]’s idea?
	+ Can anyone restate what [student] has said using their own words?
	+ What is the difference between what you’ve said and what [student] has said?
	+ Does your idea make you question something that [student] has said?
	+ Do you agree with what [student] said? Or perhaps part of it?
	+ So, [student], it sounds like your claim is [restate claim] and one piece of evidence is [restate evidence]. But [another student] has this other piece of evidence which conflicts with yours. What do you think?
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| **Putting an Idea on Hold** |
|  | * + That’s an interesting idea, and it is something that we will talk about tomorrow, but for now…
	+ I like your thinking, but let’s hold on to that thought…
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| **Metacognitive Questions** |
|  | * + What progress am I (are we) making on this problem?
	+ How will I know if I am (we are) successful?
	+ What gaps do I (we) have in my (our) thinking?
	+ I (we) still have questions about…
	+ What additional information or experiences do I (we) need to be successful?
	+ How has my (our) thinking changed from a few days ago?
	+ How did my (our) idea change about [a concept or claim] when [student] said…?
	+ I (we) can add [more depth] to my (our) idea about [concept] because…
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