

DISCOURSE MOVES

Probing	
	<ul style="list-style-type: none"> • 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?
<i>Follow-up prompts</i>	<ul style="list-style-type: none"> • Can you tell me more about... • Can you explain/describe it in a different way? • What do you mean by that?
Pressing	
<i>Asking for examples</i>	<ul style="list-style-type: none"> • Can you give an example? • Can you think of a case where this holds true?
<i>Requests to “fill out” an explanation</i>	<ul style="list-style-type: none"> • 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?
<i>Pressing for consistency with other ideas</i>	<ul style="list-style-type: none"> • 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?
<i>Asking for evidence or justification</i>	<ul style="list-style-type: none"> • What makes you think that? • What evidence do you have? • How does that idea support your claim? • Do you think that is strong evidence?
<i>Asking how one could test a claim or hypothesis</i>	<ul style="list-style-type: none"> • 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?
Re-Voicing	
<i>Re-voicing to mark a student’s idea</i>	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?
<i>Re-voicing to repair how an idea is expressed</i>	I understand your explanation, but did you mean to say [restate the student’s idea in different words]?
<i>Re-voicing to connect students’ everyday language with academic language</i>	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	
	<ul style="list-style-type: none"> • 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?

Putting an Idea on Hold	
	<ul style="list-style-type: none"> • 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...
Metacognitive Questions	
	<ul style="list-style-type: none"> • 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? <ul style="list-style-type: none"> • 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? <ul style="list-style-type: none"> • 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...