

# TEACHER TALK MOVES

TEACHER MOVE	DEFINITION	EXAMPLE
<b>Marking</b>	... is used to reinforce specific aspects of a student's discourse by explicitly pointing it out.	<i>"Really nice explanation. You used evidence and excellent reasoning."</i>
<b>Modeling</b>	... is used to explicitly model a discourse element for students.	<i>"I'm going to ask an uptake question ..."</i>
<b>Summarizing</b>	... is used to slow down the group and overviews a part of the discussion to help build coherence.	<i>"Let's just pause and have someone summarize what we heard."</i>
<b>Prompting</b>	... is used to help a student construct a longer response that includes evidence or reasoning.	<i>"How do you know that it works?"</i>
<b>Challenging</b>	... is used to encourage a student or a group of students to consider another point of view	<i>"I'm not sure I agree with that. What happens if..."</i>

# TALK CONTROL MOVES

Control moves keep the teacher in control of the discussion. Thus, while they can be useful when PSTs are still learning the normative discourse expectations, you should decrease use over time.

CONTROL MOVE	DEFINITION	EXAMPLE
<b>Procedural</b>	... is used to direct the flow and focus of the discussion.	<i>“Let’s move on to a new topic because we’re getting away from the mathematics of the task, okay?”</i>
<b>Discourse Management</b>	... is used to provide explicit instruction about discussion-related skills or rules.	<i>“Remember that only one person should speak at a time.”</i>