

## Structures for Student Responses

Repeating: “She said that . . . .”

Adding to: “Another answer is . . . .”

Disagreeing: “I disagree because . . . .”

Agreement: “I agree because . . . .”

Changing an answer: “I want to revise my thinking . . . .”

Summarizing: “His point is . . . .”

Why it matters: “This is important because . . . .”



## Talk Moves for increasing student engagement



### Hand Signals



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Summarizing: “His point is . . . .”

Why it matters: “This is important because . . . .”

# College Talk

- Make intentional decisions about word usage, such as “inflate” rather than “blow up.”
- Make a list of phrases or instructions that are used frequently in your classroom by teachers & students.
- Restate the information using more advanced language.
- Teach students the meanings of the “College Talk” phrases as you use them.
- Encourage students to use “College Talk.”
- Encourage students to be Word Detectives and bring examples of “College Talk” they hear outside of school.



Kid Talk	College Talk
Look at ...	Compare these ...
What will happen ... ?	Predict what will happen ...
Place into groups ...	Classify ...
Work this problem ...	Analyze this problem ...
What do you think?	What conclusions ... ?
How do you explain ... ?	What hypothesis explains ... ?
Stop talking.	Terminate the conversation.
test	assessment
Line up.	Arrange yourselves linearly.

# Language-Rich Texts for Read-Alouds



- **Find books that use \$10 words**
- **Precise, descriptive, unusual words**
- **Content-rich words**
- **Academic words**
- **Important and out-of-the-ordinary concepts**

## ACE Strategy

**A:** Answer the question

**C:** Cite the evidence

**E:** Explain or evaluate