

Talk about Texts: Collective Problem-Solving

Some issues that students and teachers have told us about	Why might this be an important issue to address in this particular subject?	To improve this situation, we would like <u>the teacher</u> to say/do:	To improve this situation, we would like <u>other students</u> to say/do:
<i>Sometimes I don't like to share my ideas about a text in class because I feel a bit shy</i>			
<i>Sometimes I don't share my ideas about texts in discussions because I need more time to think</i>			
<i>Sometimes students' responses about a text in a discussion are very brief. For example, when the teacher says, "Explain your reaction to the main character in the novel", a student might just say, "I don't like her".</i>			
<i>Sometimes students don't give reasons or evidence to support their ideas about a text.</i>			
<i>Sometimes students don't refer enough to the text when they discuss their ideas.</i>			

<i>Sometimes the only person who comments on what a student says is the teacher; students hardly ever pick up on or discuss other students' ideas.</i>			
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Our Version of Michael's and O'Connor's "Talk Moves"

Goals of the discussion	Talk Moves	Examples (from Michaels and O'Connor)	In this class, we'd like the teacher/ students to say:
1. Share, expand and clarify their own thinking	Have time to think about their ideas before responding	"Stop and think about this quietly for a couple of minutes then I'll ask you again"	
		"Turn to your partner and discuss your ideas before sharing with the whole group"	
		"Write down your ideas before sharing them in discussion"	
	Say more	"Can you say more about that?"	
		What do you mean by that	
		Can you give an example?	

	Check that they understand the speaker's ideas	"So let me check if I know what you're saying. Are you saying that.....?" (and leave space for person to answer)	
2. People listen carefully to one another	Listen carefully to one another's ideas	Ask someone to repeat or rephrase e.g. "Who can repeat what Javon said in their own words?"	

Goals of the discussion	Talk Moves	Examples (from Michaels and O'Connor)	In this class, we'd like the teacher/ students to say:
3. Deepen their reasoning	Ask for evidence or reasoning	Why do you think that?	
		What's your reasoning?	
		How did you arrive at that conclusion?	
		Is there anything in the text that made you think that?	
	Challenge or counterexample	Does it always work that? Can you think of exceptions?	
4. Think with others	Agree, disagree and why	Do you agree/disagree with what Jane said? Why or why not?	
		What do other people think about what Rawiri said?	
	Add on	Who can add on to the idea that Jacinta is building?	

	Explain what someone else means	Who thinks they can explain in their own words why Simon said that?	
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