

# Science Talk Moves

## Purpose

This tool supports teachers in planning for and encouraging student discussion in the science classroom. It should be used when planning with [high-quality instructional materials](#) and can be used in conjunction with the [Planning Guide for Science Instruction](#) and the [Science Discussion Planning Tool](#).

Goal 1: Allow individual students to share, expand, and clarify their own thinking.	
Strategy	Talk Move
Time to Think	<ul style="list-style-type: none"> <li>• Partner Talk</li> <li>• Writing as think time</li> <li>• Wait time</li> <li>• Drawing to support thinking</li> </ul>
Say More	<ul style="list-style-type: none"> <li>• Can you say more about that?</li> <li>• What do you mean by that?</li> <li>• Can you give me an example?</li> </ul>
Clarifying	<ul style="list-style-type: none"> <li>• So let me see if I understand. Are you saying...?</li> <li>• Always leave space for the student to agree, disagree, or say more.</li> </ul>
Goal 2: Help students listen carefully to one another.	
Strategy	Talk Move
Rephrase or Repeat	<ul style="list-style-type: none"> <li>• Who can rephrase or repeat what ____ just said?</li> <li>• Can you put what ____ just said into your own words?</li> <li>• What did your partner say?</li> </ul>
Goal 3: Help students deepen their reasoning.	
Strategy	Talk Move
Asking for evidence or reasoning	<ul style="list-style-type: none"> <li>• Why do you think that?</li> <li>• What's your evidence?</li> <li>• How did you arrive at that conclusion?</li> <li>• Is there anything from what you have seen or read that made you think that?</li> </ul>

Challenge or counterexample	<ul style="list-style-type: none"> <li>• Does it always work that way?</li> <li>• How does that idea compare with _____'s example?</li> <li>• What if it had been a different _____ instead?</li> </ul>
<b>Goal 4: Give students opportunities to think with others.</b>	
<b>Strategy</b>	<b>Talk Move</b>
Agree, disagree, and why	<ul style="list-style-type: none"> <li>• Do you agree/disagree? Why?</li> <li>• Are you saying the same thing (or something different) from _____? If what you are saying is different from what _____ said, then how is it different?</li> <li>• What do you think about what _____ said?</li> <li>• Does anyone want to respond to that idea?</li> </ul>
Add on	<ul style="list-style-type: none"> <li>• Who can add to the idea that _____ is building?</li> <li>• Can anyone take that suggestion and push it a little further?</li> </ul>
Explain what someone else means	<ul style="list-style-type: none"> <li>• Who can explain what _____ means by that?</li> <li>• Why did _____ get that answer?</li> <li>• Why do you think _____ said that?</li> </ul>

*This tool has been adapted from Sarah Michaels and Cathy O'Connor. (2012). Talk Science Primer. The Inquiry Project at TERC. Cambridge, MA: TERC. Available at [https://inquiryproject.terc.edu/shared/pd/TalkScience\\_Primer.pdf](https://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf)*