

## Create

### Presenting Facts Starters

- I read that \_\_\_\_
- The text says \_\_\_\_
- Research shows \_\_\_\_
- From my experience, I know that \_\_\_\_
- Scientists have found that...
- The details \_\_\_\_ and \_\_\_\_ reminded me of \_\_\_\_.
- I solved the problem of \_\_\_\_ by \_\_\_\_.
- I chose to solve this dilemma in this manner because \_\_\_\_.
- Based on the evidence, it appears to me that \_\_\_\_\_.

### Expressing opinion starters

- I think \_\_\_\_ . I don't think \_\_\_\_ .
- I believe \_\_\_\_
- In my opinion \_\_\_\_ .
- Based on my experience \_\_\_\_ .
- From my perspective \_\_\_\_ .
- I predict that \_\_\_\_ will \_\_\_\_ .
- Because I already know \_\_\_\_\_, I predict \_\_\_\_ .

### Other Starters

- One thing this reminds me of is....
- One thing I like/don't like about this is...
- I wonder...
- My theory is...
- My hypothesis is...
- I noticed...
- I saw/heard/read...
- I remembered...
- To begin with...

### Asking others ideas Starters:

- I want to hear your ideas.
- What do you think?
- Would you like to go first?
- Ok, your turn.
- What do you think about what we read/heard/saw?
- What prediction can you make about the author's point of view on \_\_\_\_?

## **Clarify**

### Teacher prompts for Precise Language:

- What precise synonym will you use to replace the everyday verb/noun/adjective \_\_\_\_?

### Prompts for purposeful questions

- Who..., When..., What..., Why..., Where..., How...

### Prompts to clarify confusion

- Are you asking \_\_\_\_?
- I want to make sure I understand your question. Were you saying that \_\_\_\_?
- I'm not sure I understand. Can you say it another way?
- What does \_\_\_\_ mean? (definition of a word)

### Prompts to check for clarity

- Does that answer your question?
- Does that help?
- Was that enough information?

### Paraphrasing, Summarizing, Checking in

- Are you saying that \_\_\_\_?
- What I hear you saying is \_\_\_\_? Do I have that right?
- If I heard you correctly, you think \_\_\_\_\_.

- (after summarizing) Was that your main point?
- To sum up the key concepts presented \_\_\_\_\_.

#### Losing focus

- Sorry I missed your last point. Could you say that again?
- I heard \_\_\_ but I missed what you said after that.
- I spaced for a minute. Could you go back to the part when you said \_\_\_\_\_?

#### Precise Language

- To be specific/to be clear...
- Can you be specific?

#### Fact/Opinion

- Is that a fact or your opinion?

#### Other Clarify

- Can you repeat that?
- What do you mean by (idea or specific word)?
- How does \_\_\_\_\_ support your main point that \_\_\_\_\_?
- What made you think that?
- Is that a fact or your opinion?

## Support

#### Eliciting Support

- Can you give an example?
- What makes you think that?
- Can you give evidence to support your claim?
- Can you justify your perspective with evidence from ...?
- What experience has influenced your decision?

#### Support

- One reason I think \_\_\_\_\_ is because \_\_\_\_\_
- One example of \_\_\_\_\_ is \_\_\_\_\_
- On page \_\_\_\_\_ it says, OR As the text says, \_\_\_\_\_
- For example, \_\_\_\_\_
- You can find this information ...
- The article/author states that \_\_\_\_\_.
- \_\_\_\_\_ is an example of \_\_\_\_\_
- The text/information suggests that \_\_\_\_\_.
- According to the author/text/data, it is clear that \_\_\_\_\_.
- \_\_\_\_\_ Is evidence that/proof of \_\_\_\_\_.
- \_\_\_\_\_ validates/confirms/reinforces \_\_\_\_\_.
- A close reading of \_\_\_\_\_ suggests/clarifies/reveals \_\_\_\_\_.
- Based on the data/information from \_\_\_\_\_, we can assume that \_\_\_\_\_.

### More specific support prompts

- The details I identified are \_\_\_\_\_, and \_\_\_\_\_.
- Important causes of \_\_\_\_\_ are \_\_\_\_\_ and \_\_\_\_\_.
- The details are \_\_\_\_\_, and \_\_\_\_\_ which contribute to my understanding of \_\_\_\_\_ because \_\_\_\_\_.
- If we look at \_\_\_\_\_, it demonstrates that \_\_\_\_\_.
- Upon interpreting the meaning of \_\_\_\_\_, I \_\_\_\_\_.
- The clues in the text that support my prediction are \_\_\_\_\_.
- The evidence to support my prediction is \_\_\_\_\_.

### Prompts for adding on

- Also, I read that \_\_\_\_\_.
- In addition to what you said, I remember that \_\_\_\_\_.
- I want to piggyback on what \_\_\_\_\_ said by adding \_\_\_\_\_.
- One reason/fact that hasn't been said yet is \_\_\_\_\_.
- An additional way to solve this problem is \_\_\_\_\_.

## Evaluate / Compare

### Agreeing and disagreeing

- I agree/disagree with \_\_\_\_\_ because \_\_\_\_\_.
- I think \_\_\_\_\_ is right because \_\_\_\_\_.
- I support \_\_\_\_\_ because \_\_\_\_\_.
- I found what \_\_\_\_\_ said convincing because \_\_\_\_\_.
- I respectfully disagree with \_\_\_\_\_. I think \_\_\_\_\_.
- I understand why you think \_\_\_\_\_, but I disagree because \_\_\_\_\_.
- Upon examination, I support \_\_\_\_\_ because \_\_\_\_\_.

### Partial Agreement

- I sort of agree with \_\_\_\_\_. I agree that \_\_\_\_\_, but I think that \_\_\_\_\_.
- I think \_\_\_\_\_ is right that \_\_\_\_\_, but I also think that \_\_\_\_\_.
- I agree with \_\_\_\_\_, but I disagree with \_\_\_\_\_.

### Challenging respectfully

- I think you might have made a mistake because \_\_\_\_\_.
- I don't understand how you \_\_\_\_\_ because \_\_\_\_\_.
- Something doesn't seem quite right. Would you please explain more about \_\_\_\_\_?
- I don't quite agree with your point about...
- I have another way of looking at this. I think....
- My idea is slightly different. I think...
- I understand that \_\_\_\_\_ however \_\_\_\_\_.
- Although you may think \_\_\_\_\_, my perspective is \_\_\_\_\_.

### Counter Argument

- Some argue \_\_\_\_\_ but I disagree because \_\_\_\_\_.
- On the other hand, \_\_\_\_\_.

- While it may be true that \_\_\_\_\_, I think \_\_\_\_\_

#### Questioning Evidence

- How does that example/fact/reason support your main idea?

#### Requesting response

- Do you agree?
- Do you have a different idea/opinion?

#### Responding to disagreements or rethinking

- I'm going to stick with my original position because \_\_\_\_\_.
- I need to think about that more because \_\_\_\_\_
- I've changed my mind because \_\_\_\_\_.
- My point of view changed because \_\_\_\_\_.

#### Other Evaluate Prompts

- I think your theory is strong/weak because \_\_\_\_\_.
- I think the strongest piece of evidence is \_\_\_\_\_ because \_\_\_\_\_.
- A counter claim would be \_\_\_\_\_.
- How does that example/fact/reason support your point?

## Essential Features of Conversation by grade band:

K-2

- Following the rules of discussion
- Moving from participation to turn taking
- Sustaining discussion through questioning
- Adult support

3-5 Features

- Preparation for discussion
- Yielding and gaining the floor
- Posing and responding to questions
- From explaining own ideas to explaining the ideas of others

6-8

- using evidence to probe and reflect
- collegial discussions include goals and deadlines
- questions connect ideas from several speakers
- acknowledge new information

Teach Purposeful Student Talk by:

- Modeling “I do it”
- Guided Instruction “We do it”
- Collaborative “You do it together”
- Independent “You do it alone”

Talk Task Idea Bank

- Collaborative Poster (group project with each student contributing with their own colored pen. Student sign in their color. Students discuss critically, explain and make decisions to complete this task.)

## Notes on Partner/Group Talk (from Kinsella resource)

### Structure Partner Tasks

- Pose a clear question
- Provide a written response frame
- Model a response (verbally and in writing)
- Clarify language target in frame
- guide reading of frame (phrase cued, choral)
- check for understanding of expectations
- Assign a task for fast-finishers
- specific which partner speaks first

### Fast Finishers

- Share a second idea using the frame
- share another idea using a challenge frame
- consider how you will justify your answer
- write your idea in your notebook
- Write your partners idea in your notebook
- paraphrase your partner's idea
- prepare to formally report your partner's idea
- decide together which answer is the strongest

### Using Sentence frames

- Include both sentence frames and response frames.
- Include language structures in responses – “why does a thief steal?” “A thief steals because...”
- Encourage precise language:
  - Casual – needs, wants, likes
  - Precise – requires, lacks, desires, prefers, enjoys

### Elements of Sentence Frames

- A sentence starter in appropriate register including precise vocabulary
- A specified grammatical target for adeptly completing the sentence frame
- A precise word bank helping students draw upon receptive vocabulary
- E.g.
  - What challenges do recent immigrants face?
  - One challenge that immigrants face is (verb + ing)
  - Verb Bank:
    - Everyday – finding, knowing, dealing with, making
    - Precise – adjusting to, earning, discovering, distinguishing

### Precise and Academic Language

### Precise Terms for contributing

Everyday	Academic
Idea	Example, Experience
Answer	Response, Contribution
Guess	Prediction, Hypothesis
Reason	Justification, Evidence
	Opinion, Perspective
	Solution, Process

## Vocabulary hints and tips

### Words that Warrant Robust Instruction

- “big idea” words that relate to lesson concepts (stereotype, outsourcing, fossil fuel)
- high-utility academic toolkit words (consequence, issue, analyze)
- high-utility disciplinary toolkit words (economy, metaphor, species)



