

## Level Up Student Talk

LEVEL	GOAL	TEACHER MOVES
<p><b>Level 1:</b> Can students answer the question clearly?</p>	<p><b>IF</b> you want ALL of your students to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> respond accurately to a question/prompt,</li> <li><input type="checkbox"/> communicate complete thoughts, and</li> <li><input type="checkbox"/> explain their thinking...</li> </ul>	<p><b>THEN</b> your teacher moves need to include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a model of the expectations,</li> <li><input type="checkbox"/> calling on a variety of students (not just the ones raising their hands), and</li> <li><input type="checkbox"/> monitor student work and share strong examples during the lesson conclusion.</li> </ul>
<p><b>Level 2:</b> Can students build on ideas?</p>	<p><b>IF</b> you want ALL of your students to level up to a more conversational vibe where students:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> participate,</li> <li><input type="checkbox"/> add on with new thinking,</li> <li><input type="checkbox"/> make connections, and</li> <li><input type="checkbox"/> build understanding...</li> </ul>	<p><b>THEN</b> your teacher moves need to include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a model of what this looks and sounds like (i.e. fishbowl example),</li> <li><input type="checkbox"/> giving students sentence starters to get them thinking, and</li> <li><input type="checkbox"/> use of simple signals for students to show they would like to add on without interrupting the person speaking.</li> </ul>
<p><b>Level 3:</b> Are students asking questions?</p>	<p><b>IF</b> you want ALL of your students to level up to a more inquisitive vibe where students ask questions to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> clarify something they did not understand,</li> <li><input type="checkbox"/> challenge someone's perspective, and</li> <li><input type="checkbox"/> get more information...</li> </ul>	<p><b>THEN</b> your teacher moves need to include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a model of what this looks and sounds like,</li> <li><input type="checkbox"/> giving students a list of questions to help them clarify/build understanding, and</li> <li><input type="checkbox"/> monitoring conversations to jump in and help with questioning when needed. (WARNING: This is NOT the time for you to correct student understanding. This is another way to guide students to practice clarifying on their own. You can clarify anything that doesn't get addressed during the conclusion of the lesson.)</li> </ul>
<p><b>Level 4:</b> Are students taking the lead?</p>	<p><b>IF</b> you want ALL of your students to participate in discussions by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> sharing answers,</li> <li><input type="checkbox"/> explaining their understanding,</li> <li><input type="checkbox"/> challenging ideas,</li> <li><input type="checkbox"/> collaborating to get more information, and</li> <li><input type="checkbox"/> making connections across content...</li> </ul>	<p><b>THEN</b> your teacher moves need to include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> taking a step back from leading the discussion,</li> <li><input type="checkbox"/> recording who is participating,</li> <li><input type="checkbox"/> assessing understanding, and</li> <li><input type="checkbox"/> adding support ONLY when the conversation is not progressing.</li> </ul>