

Levels of Talk Processing Guide and Prompts

As noted in chapter 7, these prompts should be used as talk stems for students to use as they are learning to deepen their level of talk. The prompts can be posted on an anchor chart or used as a handout for students to refer to and practice with as they enter into conversations with their classmates.

Level of Discourse	Discourse Prompts
<p><i>Any Comment</i></p> <p>Any experience, any thought, any comment—say it out loud.</p>	<p>"I noticed . . ."</p> <p>"I like . . ." or "I don't like . . ."</p> <p>"I feel . . ."</p> <p>"I thought . . ."</p> <p>"I wonder . . ."</p>
<p><i>Connected Comment</i></p> <p>(Information)</p> <p>Say something meaningful about the book or information, and then connect it to the ongoing conversation.</p> <p>(People)</p> <p>Respond to what others have said. Add on to, agree with, or disagree with what's already been said.</p>	<p>"This makes me think of . . ."</p> <p>"This reminds me of . . ."</p> <p>"I agree (or disagree) with _____ because . . ."</p> <p>"I'm thinking about what _____ said, and I would like to add . . ."</p> <p>"What _____ said makes me think of . . ."</p> <p>"I'd like to piggyback on what _____ said and say . . ."</p>
<p><i>Clarifying Comment</i></p> <p>Find words, and explain what you mean when others are confused. Stretch it out, explain your thinking, and tell us what you meant.</p> <p>Express your ideas more articulately. Speak clearly and thoughtfully.</p>	<p>"What I really meant was . . ."</p> <p>"What I'm trying to say is . . ."</p> <p>"Let me add that . . ."</p> <p>"An example might be . . ."</p>
<p><i>Extending Comment</i></p> <p>Lengthen your ideas; use more words to describe your thinking.</p>	<p>"I want to tell you more about . . ."</p> <p>"Let me explain more."</p>
<p><i>Processing Comment</i></p> <p>How do you see it now? What have you learned? How has your thinking changed? What helped you make connections?</p>	<p>"Before I thought _____, but now I think . . ."</p> <p>"My thinking has changed . . ."</p> <p>"Thinking about what _____ said, now I'm thinking . . ."</p>
<p><i>Stimulating Comment</i></p> <p>Invite others to discuss, ask for ideas, encourage a new idea, or ask for a perspective.</p>	<p>"What was your thinking?"</p> <p>"I wonder why . . ."</p> <p>"Why do you think . . .?"</p> <p>"How would you . . .?"</p>

Source: Adapted from Kryza, K., Duncan, A., & Stephens, S. J. (2009). Inspiring elementary learners: Nurturing the whole child in a differentiated classroom. Thousand Oaks, CA: Corwin Press.