9 Post-Response Moves

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Teacher Move	Purpose	Examples
Clarify	Guide a student to help the rest of the class understand her idea.	"What do you mean?" "Oh, so you're saying that…?"" "Do you mean that…?" "I don't really understand. "Could you try saying that again?"
Dig	Guide a student to produce a more elaborate response.	"Do you want to say more?" "Tell us more." "Keep going."
Challenge	Guide a student to think at a higher level or in a more flexible way.	"What in the story/graph/illustration makes you think that?" "Why do you think that?" "Why is that important?" "But what about _____?" (*Student: A trait for insects is that they all have wings. Teacher: But what about ants?*) Intentionally misunderstand. (*Student: 0.5 is the same as ½. Teacher: Wait, they look really different. How could that be?*)
Get meta	Guide a student to articulate a cognitive process.	"How did you figure that out?" "How did you solve that problem?" "Josue, how did Elaine know that was the answer?"
Name	Describe a student's response in academic terms (strategies, skills, concepts, and vocabulary) that the class has learned.	"You just made a text-to-text connection when you answered that question." "You used evidence from the photograph to tell about the water cycle." "Wow, you synthesized two parts of the text to describe Wilbur's character traits." "When you said the sun is a sphere, you're thinking just like an astronomer because they also use shapes to talk about what they see."
Transfer	Invite more students into the discussion.	"Who agrees with Brayden? Brayden, please call on someone who agrees." "Raise your hand if you disagree with Emely. Emely, please call on someone who disagrees." "Thanks for sharing your important

		idea; let's see what Allan thinks." "Mmm hmm...Gerizbeth, how about you?" "OK...Andrea, what are you thinking?"
Scaffold	Support a student to provide his best possible response.	"Remember, you can use the strategy on the chart paper to help yourself." "Think about the sound for *th* that we learned yesterday." Give a helpful hint. Remind students of a step they may have missed.
Model	Raise the language level by providing an alternative answer with higher level vocabulary or syntax.	"When you told us that pencils and pens are stuff you write with, we could also say they're in the same *category* of things you write with. Can you try answering again with the word *category*?"
Evaluate	Acknowledge whether a response is right or wrong. *This should be used the least often, but I'm sure you can identify times when students need to hear if an answer is right or wrong (Mercer 1995). If a child says that Boston is the capital of Massachusetts, it can sometimes make sense to just say "That's it" or one of the options to the right.*	"That makes sense." "I see what you're saying." "I agree." "I disagree." "You worked really hard to answer that question." "You must be proud of figuring that out."