

## *Language that Helps Us Find Significance in Student Thinking*

\*Keep going, I think you are on to something...

\*What else?

\*Say more about that.

\*Are you saying...

\*Is this what you mean?

\*This is what I think I heard you say.  
Do I have it right?

\*Wow! I never thought about it like that before!

\*So help me out here. What's the evidence in the text that leads you to draw this conclusion? What in your experience makes you think about it in this way?

\*What might be another way of thinking about this?

\*Who has another point of view?

\*Now let's look at this a different way. What if...?

\*What's your plan?

\*What will you do next?

\*Have you encountered this kind of problem before?

\*How did you figure that out?

\*What exactly did you do?

\*What did you learn about yourself as a reader, writer, mathematician or scientist today?

\*I'm not sure everyone knows this. Would you be willing to share when we come back together?

\*Did you guys hear what Sara just said? Sara, could you say that again? I love the way you combined your thinking with Noah's.

\*Let's record our thinking on this chart here...

\*I love how you said that—let me write it down in my notebook...

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