



**Each and every North Carolina student deserves to experience equitable, engaging, and high-quality math instruction fostering confident mathematicians that flourish in and through mathematics.**

### Why?

For our students, workplaces, and communities to flourish, we need confident and diverse mathematical thinkers who understand how to strategize and collaborate to solve problems. A focus on mathematical discourse allows us to zero in on an important aspect of instruction that is proven to increase engagement in mathematical practices, develop positive mathematics identities, address inequities in classroom participation, and improve mathematics achievement.

### What?

A statewide monthly campaign that provides focus, just in time support, community, and enthusiasm as teachers practice and reflect on individual or pairs of discourse moves each month.

### How?

We are focusing on a specific set of 9 discourse moves that can be used in any context (working one on one with students, small groups, and in whole-class) and with any curricular materials. There is a significant research base that shows that small changes — incorporating even just one or two discourse moves — can make a big difference in the enactment of high quality and equitable instruction.

## The 9 Discourse Moves

(e.g., Chapin & O’Conner, 2004; Curtis et al., 2021; Herbel-Eisenmann et al., 2013; Horn, 2012)

- Inviting student participation
  - Assessing a student’s thinking
  - Advancing a student’s thinking
  - Orienting students to another’s reasoning
  - Attributing student’s mathematical ideas
- Encouraging in-progress thinking
  - Assigning competence
  - Revoicing / Asking students to revoice
  - Waiting



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**For more information go to:**  
[nc2ml.org/high-school-teachers/](http://nc2ml.org/high-school-teachers/)  
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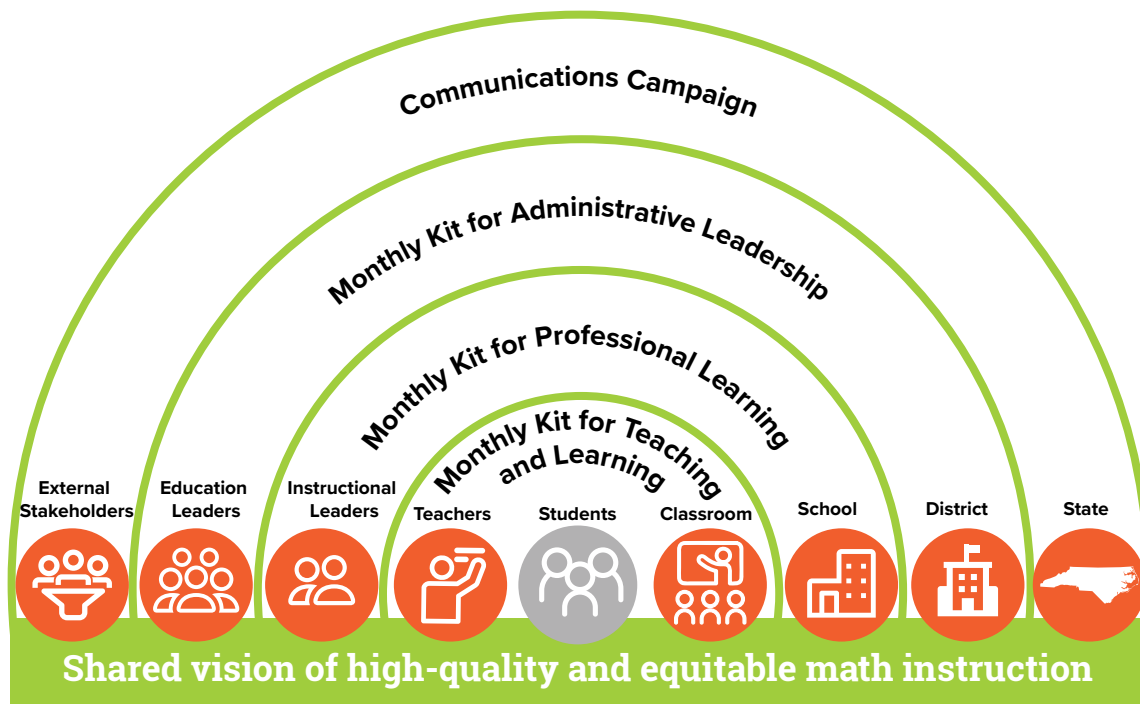
# Discourse Moves for Fostering Confident Math Learners



Ensuring all students see math in themselves and in the world.

Supporting math teachers.

Cultivating a new generation of math leaders.



## Monthly Kit for Teaching and Learning:

- A document that describes the move, why it is important, what both teachers and students are doing, and includes an example of the move in action
- a set of sentence starters for students

## Monthly Kit for Professional Learning:

- a set of slides for each discourse move to use with PLCs or in PD
- suggestions for how to use the Teaching and Learning resources in PD settings

## Monthly Kit for Administrative Leadership:

- a document for each move that explains the move and why it is important with connections to broader strategies (i.e., portrait of a graduate, NCEES)

- Suggestions for supporting teachers who are working on the discourse move

## This work will be communicated and supported using:

- social announcements of newly released materials on the NC<sup>2</sup>ML Facebook ([NC Collaborative for Mathematics Learning](#)), Instagram (@nc2ml), and Twitter (@ncmathcollab)
- conference presentations related to the work at NCCTM, NCASCD, and AMTE-NC

## Future plans include:

- a short monthly podcast to introduce and discuss each move
- video clips of discourse moves in action
- and more!

## Discourse Move of the Month

Sep	Revoicing
Oct	Inviting Participation
Nov	Assessing Student Thinking
Dec	Waiting
Jan	Assigning Competence
Feb	Encouraging In-progress Thinking
Mar	Orienting to Other's Work
Apr	Advancing Student Thinking
May	Attributing Student Thinking

**Note:** This resource is being co-designed by the NC math education community. We welcome feedback to inform its refinement at <https://forms.gle/8PBWGsVqJQzcdtCF8> Check the website ([nc2ml.org/high-school-teachers](https://nc2ml.org/high-school-teachers)) for the most up to date resources.

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