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Please enjoy this complimentary excerpt from *Visible Learning for Mathematics, Grades K-12*. Use these sample language frames in your mathematics class to guide your students to deeper understanding through a thorough explanation of their process.

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## SAMPLE LANGUAGE FRAMES FOR MATHEMATICS

- In order to solve this problem, I need to know \_\_\_\_\_.
- This is a \_\_\_\_\_ problem because I see \_\_\_\_\_.
- I started with an estimate by \_\_\_\_\_.
- We used the problem-solving strategy \_\_\_\_\_ and our answer is \_\_\_\_\_ because \_\_\_\_\_.
- In order to \_\_\_\_\_, we follow these steps \_\_\_\_\_.
- I use the \_\_\_\_\_ operation because the question asked me to \_\_\_\_\_.
- Describe the process: First, I \_\_\_\_\_ (step/process) Then, I \_\_\_\_\_ (step/process) Next, I \_\_\_\_\_ Finally, I \_\_\_\_\_.
- My/our answer is \_\_\_\_\_. I/we think this answer is reasonable because \_\_\_\_\_.
- Another way to solve this would be \_\_\_\_\_.
- Can you explain how/why \_\_\_\_\_?
- If I change \_\_\_\_\_, my answer would be different because \_\_\_\_\_.
- I respectfully agree/disagree with \_\_\_\_\_ because \_\_\_\_\_.
- I can check my answer by \_\_\_\_\_.



Available for download at <http://resources.corwin.com/VL-mathematics>

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Figure 5.7

**Restating**, which is similar to revoicing, is a move that is extended to other students by asking them to rephrase or repeat what a peer has said. This empowers students to know that their thinking is valued by the teacher and by their peers, and it allows them to listen to classmates and verify that the interpretation of their thinking is accurate. Teaching students how to restate comments made by others in their groups grants permission for students to challenge each other and request clarification. Without this explicit expectation, students are often reluctant to correct their peers and the collaborative conversations falter. However,

**Restating** is a way for students to rephrase or repeat what a peer has said.