

Choice Words by Peter Johnston

| Category | What it means. | Questions that support the language category |
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| Noticing and Naming | We notice, we observe, we name. | <p>Did anyone notice?</p> <p>Do you know what I just saw you doing?</p> <p>What surprised you as you were reading?</p> <p>Did you notice anything else?</p> |
| Identity | <p>The uniqueness and affiliations that define the people, How [students] see themselves becoming. p. 22</p> <p>Building identities means coming to see in ourselves the characteristics of particular categories (and roles) of people and developing a sense of what it feels like to be that sort of person and belong in certain social spaces...they decide not only who they are in a given context, but also between agentive characters who are active and assume responsibility, and more passive characters who do not...Teachers' comments can offer them, and nudge them toward, productive identities. p. 23</p> | <p>What a talented poet you are.</p> <p>That's not like you.</p> <p>I wonder if, as a writer you are ready for this.</p> <p>What have you learned about yourself as a reader?</p> |
| Agency and Becoming Strategic | <p>The feeling children should have of feeling that they can accomplish their goals.</p> <p>...agency is simply the perception that the environment is responsive to our actions...Teachers' conversations with children help the children build the bridges between action and consequence that develop their sense of agency. They show children how, by acting strategically, they accomplish things and, at the same time, that they are the type of person who accomplishes things....</p> | <p>How did you figure that out?</p> <p>What problems did you come across today?</p> <p>How are you planning to go about this?</p> <p>Which part are you sure about and which part are you not sure about?</p> <p>Why...?</p> |
| Flexibility and Transfer (or generalizing) | Generalizing learning from one situation or problem to another | <p>How else?</p> <p>What do you already know that could help you?</p> <p>That's like...</p> <p>What if...?</p> <p>What do we know about what author's do when they get ready to write? (prior knowledge)</p> |

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| <p>Knowing</p> | <p>What the knower knows.</p> <p>We want to expand the common pattern of teacher student interaction from: Teacher initiates→ Student responds→Teacher evaluates To: Teacher as recipient of information and to display receipt of the information...building on ideas in a shared endeavor.</p> | <p>Let's see if I understand what you just said. Any questions? Let's start with these. Silence. That is a very interesting way of looking at that. I hadn't thought of that idea. How could we check?</p> |
| <p>Learning community</p> | <p>Building caring and respectful communities...that provide democratic and evolutionary intellectual environments. p. 65-66</p> | <p>Using "We". Who else would like that book? Are there any other ways to think about that? I'm wondering... You managed to figure that out with each other's help. How did you do that?</p> |