

Intelligence is the habit of persistently trying to understand things and make them function better. Intelligence is working to figure things out, varying strategies until a workable solution is found. Intelligence is knowing what one does (and doesn't) know, seeking information and organizing that information so that it makes sense and can be remembered. In short, one's intelligence is the sum of one's *habits of mind*.

-Lauren Resnick

Asking students to talk about concepts, procedures and problem solving helps them understand more deeply and with greater clarity. It can make clear to them what they do and do not understand and what other students think about these same issues.

Classroom Discussions, Chapin, O'Connor and Anderson

By calling on students to use the skills of intelligent thinking and accountable talk, and by holding them responsible for doing so, educators can "teach" intelligence. This is what teachers normally do with students they expect much from; it should be standard practice with all students.

"Making America Smarter", Lauren Resnick

Discussion, either in small groups or as a whole class, can play a critical part in helping students improve their ability to reason logically...For example, in discussion when one student makes a claim the teacher can ask for evidence to support the claim. The examples and counter examples to the claim can be discussed by the group.

Classroom Discussions, Chapin, O'Connor and Anderson

Helping kids make sense of science is done, in large part, by *getting students to talk*. There are two reasons for this. First, talking is the primary mode of sense-making in human beings. Second, hearing kids' talk, gives you access to their thinking and allows you to adapt instruction to their current understandings. What kids think is often vastly different from what you *believe* they are thinking.

"Primer for Productive Discourse", Tools for Ambitious Science Teaching