Accountable Talk
Student Conversation
Starters
## Accountable Talk simply stated...

- It holds student accountable to the classroom community. It is rigorous reasoning.
- Talk that supports the development of student reasoning.
- Talk that supports improvement of ability to communicate their thinking.

### REVOICE

- **The teacher repeats part or all of a students utterance** and asks the student to verify whether their interpretation is correct.
  - Especially helpful to teachers when they do not understand what was said.
  - **Revoicing is not simply repeating**, the third part (verification) is necessary.

**Student Impact:**
- The student realizes that the teacher wants to understand their contribution. Over time this can have a profound effect.

### Add-On

- **Teacher asks students to contribute to the discussion** by including their own information.
  - Move can also referred to as "linking contributions."
  - Makes an explicit relationship between a new contribution and what has gone on before.

**Student Impact:**
- When students hear their own contributions are being built upon, their own investment in the course of discussion grows.

### MAKE AN ANALOGY

- **Teacher asks students to voice a comparison** that describes a specific relationship between another’s statement.
  - This move deepens students understanding of concepts and relates ideas between peers.

**Student Impact:**
- Students are analyzing another’s response and gaining deeper understanding of concept

### CALL TO ACTION

- **Student initiated, an individual or group identify a response that requires “action”**.
  - Move can initiate deep conversation because of the significance to individuals or groups of students
  - It is important to maintain focus of content

**Student Impact:**
- Students are empowered by feeling a connection and level of importance for a significant topic

### SPECIFIC EXAMPLE

- **Teacher asks students to explain citing examples**.
  - Move can also referred to as "press for reasoning."
  - Pressing can include providing textual evidence, requiring examples from life, other classroom conversations, and/or the world.

**Student Impact:**
- Student feels confident by including prior learning/experience.

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**Students become Metacognitive Learners**
Restate/Repeat
Conversation prompts
• I just heard you say ___________.
• Did you mean ____________?
• Let me see if I heard you correctly, you said ___________.
• If I understand you correctly, you believe _________________.
• It sounds like you think that _____.

Agree/Disagree
Conversation prompts
• I agree with (name), when he/she said ___________.
• I agree with (name), and the reason is because (state your evidence from the text.)
• I disagree with (name) because the text states _____________.

Restate/Repeat
Conversation prompts
• I just heard you say ___________.
• Did you mean ____________?
• Let me see if I heard you correctly, you said ___________.
• If I understand you correctly, you believe _________________.
• It sounds like you think that _____.

Agree/Disagree
Conversation prompts
• I agree with (name), when he/she said ___________.
• I agree with (name), and the reason is because (state your evidence from the text.)
• I disagree with (name) because the text states _____________. 
Specific Example
Conversation prompts

- In the text, it stated that ______.
- An example might be __________.
- I previously learned ______, and it supports __________.
- Remember when we learned _____, and it is an example of __________.
- Another example of this is ______.

Add-on
Conversation prompts

- In addition to what has been stated, I think ________.
- I would add that __________ based on ( evidence. )
- What I just heard make me think of ____________.
- Building on what I heard, I think ________.
**Make a Comparison**

**Conversation prompts**
- Similarly to _____, I think ____.
- In comparison, the evidence shows ____________.
- Complimentary to this, ________.
- In the same way, ____________.
- (content) is like ____________.
- I think that _____ is like ______.

**Call to Action**

**Conversation prompts**
- Based on what we just learned, I think we should ____________.
- What can we do about _________.
- I believe it is important for us to ____________.
- Considering the evidence, we should ____________.