Accountable Talk ^{SM} Moves

Teacher moves in Group Discussion

Marking
- Wow! That's interesting. Did everyone hear what LeShaun said? She said that…..
- That's an important point
- Re-voice student's important mathematical statements

Challenging
- But what about Daman'[s point that….
- Can anyone come up with another relevant contrast?
- What do YOU think?
- Press students with a counter example

Recapping
- OK. Let's sum up.
- What have we discovered?

Keeping the channels open
- Did everyone hear what Mattie just said?
- Say that again, so everyone can hear
- What did she just say?

Moves that Support Accountability to the Learning Community

Keeping everyone together
- Who can repeat in their own words what Juan just said?
- Can you explain that in your own words?

Linking Contributions
- Do you agree with what Keisha just said?
- Can someone add on to Sean's idea?
- Who wants to add one?

Verifying and Clarifying
- Oscar, what am I asking you?
- So are you saying?

Moves that Support Accountability to Accurate Knowledge

Pressing for Accurate and Sufficient Information
- So, how did you know 50 is the solution?
- How can we check to make sure?
- What do we know? What's our evidence?
- Do you agree of disagree?

Building on Prior Knowledge
- Who remembers what we learned about that yesterday?
- How does this connect with what we have previously learned?

Moves that Support Accountability to Rigorous Thinking

Pressing for Reasoning
- Why do you think that?
- How did you arrive at that solution?

Making room for expanded reasoning
- Hmmm….say more about that
- Take your time, we'll wait
- Allow Private Think Time, time for processing

Accountable Talk ^{SM} Moves and Functions
Reference Sheet

Move	Rationale
Marking	…direct attention to the value and importance of a student's contribution.
Challenging Students	…redirect a question back to the students or use students' contribution as a source for a further challenge or inquiry.
Modeling	…make one's thinking public and demonstrate expert forms of reasoning through talk.
Recapping	…make public in a concise, coherent form, the group's achievements at creating a shared understanding or the phenomenon under discussion.
Keeping the channels Open	…ensure that students can hear each other, and remind the them that they must hear what others have said.
Keeping Everyone Together	…ensure that everyone not only heard, but also understood, what a speaker said.
Linking Contributions	…make explicit the relationships between a new contribution and what has gone on before.
Verifying and Clarifying	…re-voice a student's contribution, thereby helping both speakers and listeners to engage more profitably in the conversation.
Pressing for Accuracy	…hold students accountable for the accuracy, credibility, and clarity of their contributions.
Building on Prior Knowledge	…tie a current contribution back to knowledge accumulated by the class at a previous time.
Pressing for Reasoning	…elicit evidence and establish what contribution a student's utterance is intended to make within the group's larger enterprise.
Expanding Reasoning	…open up extra time and space in the conversation for student reasoning.