



Accountable Talk

What Does it Look Like in the Classroom?

Students:

1. Do the majority of the talking
2. Are expected to explain their thinking
3. Show they are listening to one another
4. Are willing to openly admit confusion or not knowing
5. Challenge each other's thinking non-judgmentally
6. Take initiative to explain another student's thinking, including how they might have made an error
7. Are able to pose questions when they do not understand (keep track of their own thinking and where it is breaking down in the sense-making process)
8. Are able to speak to each other without using the teacher as a conduit

Adapted by Toni Cameron from 22 Verbal Events in a Class that Let Kids Get Smart, Jonathon Saphier, Research for Better Teaching, Inc.

Lucy West shares her thoughts about accountable talk in the classroom and provides some easy strategies to try:

<http://www.youtube.com/watch?v=FIG7dsGVI4I&feature=relmfu>

Five Productive Talk Moves

The following are great strategies to use when inviting children to participate in classroom discussions.

1. **Revoicing** – Repeating what students have said and then asking for clarification
“So you’re saying ... ?”
2. **Repeating** – Asking students to restate someone else's reasoning
“Can you repeat what he just said in your own words?”
3. **Reasoning** – Asking students to apply their own reasoning to someone else's reasoning
“Do you agree or disagree and why?”
4. **Adding on** – Prompting students for further participation
“Would someone like to add something more to that?”
5. **Waiting** – Using wait time
“Take your time ... We’ll Wait ...”

(Chapin, O'Connor & Anderson, 2009, p. 13)

For more information, take a look at:

<http://resources.curriculum.org/LNS/coaching/files/pdf/july4/2007ProductiveTalkMoves.pdf>

Try This!

When students respond to questions posed in class, encourage them to use full sentences rather than one word answers. Also, whether they are right or wrong, ask students “Why do you think that?” or “How did you get that answer?”

What does this accomplish?

- It establishes the norm in class that we are interested in each other's thinking, not just about the “right” answer.
- It also encourages students to think about their own thinking.
- Teachers can also get a glimpse of student understanding so we can make instructional decisions.