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.

RESTATE/REPEAT

Asking students, **"can you repeat/restate what he/she just said?"**

Student Impact:

- Repeating and reformulating a peers comments in **your own words** requires another layer of thinking and processing.
- Change the way in which students listen. Influences engagement because someone is listening to them.

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

AGREE/DISAGREE

Do you agree or disagree with what was just said.. Why?

- *Using evidence from text and sources to justify their thinking*

Student Impact:

- *Opportunity to co-construct knowledge together because you are building on peers*
- *Provides opportunity for probing, and opportunities for deepening conversations and thinking*

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.
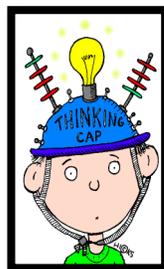
Students become Metacognitive Learners

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 _____.

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 _____.