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 Damans 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™ Moves and Functions

## Reference Sheet

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