

Accountable Talk Moves and Functions Reference Sheet

Teacher Move	Rationale	Sample Question Stem
Marking	Direct attention to the value and importance of a student's contribution.	"That's an important point."
Challenging Students	Redirect a question back to the students or use students' contribution as a source for a further challenge or inquiry.	"What do YOU think?"
Modeling	Make one's thinking public and demonstrate expert forms of reasoning through talk	"Here's what good readers do."
Recapping	Make public in a concise coherent form, the group's achievements at creating a shared understanding or the phenomenon under discussion.	"What have we discovered?"
Keeping the Channels Open	Ensure that students can hear each other, and remind them that they must hear what others have said.	"Did everyone hear that?"
Keeping Everyone Together	Ensure that everyone not only heard, but also understood, what a speaker said.	"Who can repeat...?"
Linking Contributions	Make explicit the relationships between a new contribution and what has gone on before.	"Who wants to add on...?"
Verifying and Clarifying	Re-voice a student's contribution, thereby helping both speakers and listeners to engage more profitably in the conversation.	"So, are you saying...?"
Pressing for Accuracy	Hold students accountable for the accuracy, credibility, and clarity of their contributions.	"Where can we find that?"
Building on Prior Knowledge	Tie a current contribution back to knowledge accumulated by the class at a previous time.	"How does this connect?"
Pressing for Reasoning	Elicit evidence and establish what a contribution a student's utterance is intended to make within the group's larger enterprise.	"Why do you think that?"
Expanding Reasoning	Open up extra time and space in the conversation for student reasoning.	"Take your time; say more."

Accountable to the Learning Community
Accountable to Accurate Knowledge
Accountable to Rigorous Thinking