

## Accountable Talk<sup>®</sup> Moves

### Talk Move

### Function

### Example

#### To Ensure Purposeful, Coherent, and Productive Group Discussion

Marking	Direct attention to the value and importance of a student's contribution.	That's an important point.
Challenging	Redirect a question back to the students or use students' contributions as a source for further challenge or query.	Let me challenge you: Is that always true?
Revoicing	Align a student's explanation with content or connect two or more contributions with the goal of advancing the discussion of the content.	S: $4 + 4 + 4$ . You said three groups of four.
Recapping	Make public in a concise, coherent form, the group's achievement at creating a shared understanding of the phenomenon under discussion.	Let me put these ideas all together. What have we discovered?

## Resource

# Accountable Talk<sup>®</sup> Moves and Functions

Teacher Move	Function	An Example
<b>To ensure purposeful, coherent, and productive group discussion</b>		
<b>1. Marking</b>	Direct attention to the value and importance of a student's contribution.	"I hear you saying _____. Let's keep this idea in mind."
<b>2. Challenging students</b>	Redirect a question back to the students or use student's contributions as a source for a further challenge or inquiry.	"What do YOU think?" "What surprised you about what you just heard about the text's _____?"
<b>3. Modeling</b>	Make one's thinking public and demonstrate a total performance in order to help learners understand the essence of the activity and to develop a mental picture of what the real thing looks like.	"Here's what good readers do _____"
<b>To support accountability to accurate knowledge</b>		
<b>4. Pressing for accuracy</b>	Hold students accountable for the accuracy, credibility, and clarity of their contributions.	"Where can we find that _____?" "What is your basis for that conclusion?" "Who said that?"
<b>5. Building on prior knowledge</b>	Tie a current contribution back to knowledge accumulated by the class at a previous time.	"How does this connect _____?" "How do we define _____ in this context?" "What else comes to mind given our discussion about _____?"
<b>To support accountability to rigorous thinking</b>		
<b>6. Pressing for reasoning</b>	Elicit evidence and establish what contribution a student's utterance is intended to make within the group's larger enterprise.	"Why do you think that _____?" "What evidence from the text supports your claim? How does this idea contrast with _____?"
<b>7. Expanding reasoning</b>	Open up extra time and space in the conversation for student reasoning.	"Take your time _____ say more." "Given what we just read and discussed, what would you now say about _____?"
<b>8. Recapping</b>	Make public in a concise, coherent way, the group's developed, shared understanding of the content or text under discussion.	"What have we discovered?" "So far, we have discussed the following _____ What else do we need to address?"
<b>To support accountability to the learning community</b>		
<b>9. Keeping the channels open</b>	Ensure that students can hear each other, and remind them that they must hear what others have said.	"Please say back what _____ just said."
<b>10. Keeping everyone together</b>	Ensure that everyone not only heard, but also understood what a speaker said.	"Do you agree or disagree with what _____ just said? Explain your thinking."
<b>11. Linking contributions</b>	Make explicit the relationship between a new contribution and what has gone before.	"Who wants to add on to _____? "What do you notice is missing?"
<b>12. Verifying and clarifying</b>	Revoice a student's contribution, thereby helping both speakers and listeners to engage more profitably in the conversation.	"So, are you saying _____?"