



Accountable Talk

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Objectives

- Participants will:
- Define Accountable Talk/Talk Moves
- Examine classrooms (on video) that use Accountable Talk
- Analyze Accountable Talk stems and Talk Moves
- Examine an On-TASK rubric and a checklist for Accountable Talk

Agenda

Warm-up: 3-2-1

Accountable Talk Strategies

Videos & Discussion

Planning Activity

Closing: I notice...I wonder...



3-2-1...Discuss, Agree, Chart, Share

- 3 Reasons why academically productive talk is beneficial for students

- 2 Strategies you use for increased student talk

- 1 Success you've had in grouping students for on-task talking

Definition

- Classroom talk by students and teachers that supports the development of students' reasoning and students' abilities to express their thoughts clearly
- All academically productive talk is talk about academically important content





Talk Moves & Accountable Talk

[Listen to a definition](#)

- Listen as the students:
 - Repeat/paraphrase what a classmate says
 - Add on to what others' say
 - Use an “I agree with you” sign
 - Say, “I’m starting to change my thinking” when they are confronted with new information
- How do talk moves encourage students to make connections with each other?
- Which talk moves do you use in your classroom? Which could you add?
- What can you learn from Ms. Simpson about encouraging students to change their minds?



Text Talk Time

[Watch a class engage in whole group discussion](#)

- What routines does Ms. Brewer have in place to help discussion run smoothly?
- Notice the questions Ms. Brewer asks her class. What makes these questions rich?
- Why is it beneficial to engage students in both small and large group discussions before writing?

- **Note:**

- Accountable Talk Stems
- On-TASK Rubric
- Roles (Time Keeper | Moderator | Note-taker)
- Expectations for silence
- Fishbowl (group models/demonstrates)

Accountable Talk

Watch a 13 minute video clip of a high school class using [Accountable Talk](#) to discuss a reading on the Pledge of Allegiance



Accountable Talk Stems

- I discovered that...
- I noted that...
- I wonder...
- I was confused by...
- This reminds me of...
- I predict that...
- I like...
- I didn't like...
- I think...
- I agree because...
- I disagree because...
- In my opinion...
- Why do you think that?
- How can you prove that?
- Can you tell me more about that?
- Why do you think that way?
- Can you show me?
- Can you explain that another way?

On-TASK Rubric

T	A	S	K
Talk in a library level voice	Actively participate	Stay focused in your group	Keep your comments + positive (use Accountable Talk)
0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

Talk Tools

- Repeat
- Recast/Revoice
- Add on
- Change your mind
- Add something new (sign)
- Clarify/Ask for clarification
- I agree with you (sign)
- Wait time

Talk Moves

- *I would like to add on to/build on/piggyback on what (____) said (or, ____'s idea).*
- *I would like to make a text-to-text connection.*
- *I would like to make a text-to-self/world connection.*
- *I do not agree with (____) because. . .*
- *Could you please respond in a different way because I did not understand what you said?*
- *This reminds me of. . .*
- *I think. . ., In my opinion. . ., I predict. . .*
- *As a result of this information, I'm starting to change my thinking about...*
- *I'd like to ask a clarifying question.*
- *What I meant was.../What I mean is...*
- *In this story/novel/informational narrative, the main point/theme is. . .*
- *I would like to add to what (____) said.*
- *I would like to go back to (____'s) idea. . .*
- *(____) said (____) and I like that idea because. . .*
- *So what you're saying is...*

Checklist/Rubric Ideas

During the Accountable Talk, the student exhibits the following traits	Performance Level				
Listens and attends during Accountable Talk activities	1	2	3	4	5
Listens and pays attention to what the other person says	1	2	3	4	5
Looks at the other person when he/she is speaking	1	2	3	4	5
Looks at the person when talking to him/her	1	2	3	4	5
Uses accountable talk phrases/terms	1	2	3	4	5

Checklist/Rubric Ideas

The content of Accountable Talk is characterized by the following:		Performance Level				
Correct information		1	2	3	4	5
Appropriate examples, reasons or evidence		1	2	3	4	5
Concise explanations		1	2	3	4	5
Relevant ideas		1	2	3	4	5
Elaborated/extended statements		1	2	3	4	5

Checklist/Rubric Ideas

Oral performance is characterized by:	Performance Level				
Clear production	1	2	3	4	5
Sufficient volume	1	2	3	4	5
Full thoughts and ideas	1	2	3	4	5
Use of own words (does not mimic)	1	2	3	4	5
Expressive language (adjectives, adverbs, wide range of nouns and verbs, and idioms)	1	2	3	4	5
Transitional words and phrases	1	2	3	4	5

Establish Norms

- Establish respectful discourse
- All ideas are serious
- No insults
- No ridiculing
- No put-downs
- No one ignored
- No one brow-beaten

Why Establish Norms

- Most people will not discuss their thinking, their questions, their ideas, if they are afraid that someone will laugh at them or criticize them
- If students don't participate because of fear or disrespect, you cannot achieve your academic goals for those students

Establishing Norms

- **Explicit discussion about what constitutes disrespect and respect and why**
 - Clear rules about how students and teacher will talk together respectfully
 - Clear sanctions against disrespectful behavior
 - Consistent enforcement with zero tolerance during classroom talk sessions
- **Each classroom must establish the conditions for equitable participation**
 - Participation is fair and equitable when each person has a fair chance to ask questions, make statements, and express their ideas
 - Academically productive talk is not just for the most academically able students

Use materials to create:

Grouping procedures and protocols

Grouping activities

Planning Activity



- Commit to implementing a new grouping strategy
- Write it on a sticky note
- Find an Accountability Partner
- Decide on a check-in time with your Partner to see how things are going

Cool-down

