



Accountable Talk Student Conversation Starters

Accountable Talk simply stated...

- Holds student accountable to the classroom community.
- Talk that supports the development of rigorous student reasoning.
- Talk that supports improvement of ability to communicate their thinking.

CLARIFICATION

Asking students **to clarify something just stated, concept, or larger idea.**
Students may also request the evidence that supports a line of thinking or main idea.

Student Impact:

- The student realizes that the teacher wants to understand their thinking and learning.
- Asking students to support their learning with evidence.
- 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 A COMPARISON

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:

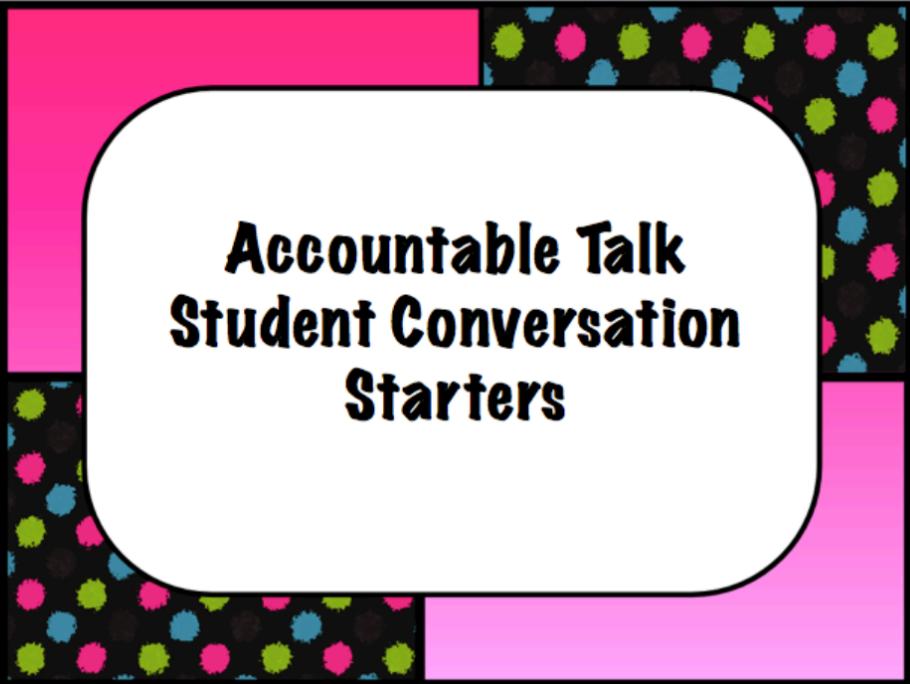
- Student feels confident by including prior learning/experience.

PERSPECTIVE

Asking students to explain their perspective or point of view. Also, asking students to make connection to the content and their life situation.

Student Impact

- Students are empowered by feeling a connection and level of importance for a significant topic
- Linking between cause and effect
- Develop a stronger connection between content and student



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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 _____.

Restate/Repeat

Conversation prompts

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- 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 _____.

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 _____.

Specific Example

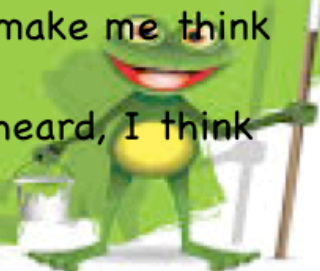
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- An example might be _____.
- I previously learned _____, and it supports _____.
- Remember when we learned _____, and it is an example of _____.
- Another example of this is _____.

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 _____.



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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 _____.

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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 _____.



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- In comparison, the evidence shows _____.
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- In the same way, _____.
- (content) is like _____.
- I think that _____ is like _____.



Clarification

- Tell me more about _____.
- If I understand you correctly, you believe _____.
- It sounds like you think _____.
- Did you mean _____?
- Help me understand _____.
- Where in the text does it say _____.

Clarification

- Tell me more about _____.
- If I understand you correctly, you believe _____.
- It sounds like you think _____.
- Did you mean _____?
- Help me understand _____.
- Where in the text does it say _____.

Perspective

- Do you have a different interpretation about _____?
- How did we (you) arrive at this point of view?
- Is there evidence for that point of view?
- Does anyone have a different opinion?
- How does _____ effect _____?



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