

Using Accountable Talk to Support Literacy Resources

Functions of Accountable Talk	How does Accountable Talk differ from common classroom talk?
<ul style="list-style-type: none">Conversations about ideas, opinions, and work that is fundamental to learningActively listening in order to understand, challenge, build upon, and refine others' ideasStructured discussions that sustain learning	<ul style="list-style-type: none">Elevates conversations by teaching students how to navigate and negotiate a conversationEmphasizes reasoning and evidence instead of just correct answersPromotes contributing ideas, explaining thinking and reasoning, and challenging and affirming others' ideas

What does accountable talk look like?

- Students navigate conversations by contributing ideas and thoughts as well as, **responding to** and **further developing** what others in the group have said
- The teacher and students **ask questions** that require **higher order thinking** and require others to **explain their thought process or reasoning**
- Students return to the text and other data sources to **support their positions** or **challenge the positions** taken by others in the discussion.
- All students take an **active role** in the discussion using agreed upon norms
- Anchor charts **outline norms** for discussion and specific group **discussion strategies** are displayed or easily accessible for students to reference
- Teacher utilizes various **discussion strategies and routines** (pairs, small group, whole group, turn and talk, think-pair-share, think-write-pair-share, fishbowl, inside/outside circle, etc.)

Lesson Components	Purposes	Accountable Talk
Explore the Text - First Read	<ul style="list-style-type: none">Gist-level comprehensionVocabulary introductionBuild listening comprehensionDevelop background knowledge & explore big ideas or themesAnticipate and predictModel fluent & expressive readingEnjoyment & interest	<ul style="list-style-type: none">I wonder ____ because I heard...I noticed that...This text is mostly/primarily about...I predict ____ because...The text stated that ___, and I know that ___, so that makes me think...The main character, ___ can be described as...I am not sure I know what the word ___ means in our text. I think it might mean...I see it the same way as ___. I also think...I'm not sure that I agree with ___. I noticed that....
Close Reading - Second Read	<ul style="list-style-type: none">Extend thinking and understandingClarify misconceptionsAnalyze key conceptsInteract with the text	<ul style="list-style-type: none">Clues from the text tell me...I am confused about...I wonder if the text/author is trying to....I am not sure I understand.... Can you please clarify...?On page____, it says... This is important because...

	<ul style="list-style-type: none"> Reconstruct the story - summarize or retell Examine text structure & craft Review, define, connect, and extend vocabulary 	<ul style="list-style-type: none"> One (noteworthy) difference/similarity between __ and __ is... I think the author wrote this to... I think the author organized the text with ____ in order to... Based on ___, I can draw the conclusion /infer that... A key point/reason from the text that illustrates why____ is... I agree with ____'s point of view about... I'd like to add... I respectfully disagree with __ because I think... I like what __ said about _____. However, I wonder... What you said about __ makes me rethink.... I think I heard you say... Can you tell me more about ____? What evidence can we find to support ____?
Team Talk	<ul style="list-style-type: none"> Practice stating and supporting an opinion about the text using text evidence Develop listening and speaking skills Oral rehearsal for writing 	<ul style="list-style-type: none"> In my opinion... ___ is another reason/key point that illustrates why... I agree with ____ because... I disagree with __ because... I heard you say ___. I would like to add... I am not sure I agree with what __ said because... I can see why you think ___. However, I think...
Text-Based Conversation	<ul style="list-style-type: none"> Dig deeper into the text Engage in evidence-based conversations about the text Extend & strengthen understanding 	<ul style="list-style-type: none"> Even though the author doesn't say it directly, I am sure ___ because... The main idea/central message seems to be____ because... The evidence suggests... Based on ___, I can draw the conclusion/infer that... When I think about how I would feel if ___, I would probably... I can connect ___ to ___ because...
Vocabulary	<ul style="list-style-type: none"> Introduce, reinforce, or expand content and tier 2 vocabulary Identify, discuss, study, and practice vocabulary words and their meaning in context Analyze word parts and word relationships Transfer learned vocabulary to speaking and writing 	<ul style="list-style-type: none"> The word ___ is related to ___ because.... Therefore, I can infer that... I know that ___ is a multiple meaning word. In this context, it means... I suspect the word ___ means... because... I know this word means ___ but that doesn't make sense in this sentence. Therefore,...

Accountable Talk resources

- [Tips for beginning implementation](#)
- [Basic frames](#)
- [Primary bookmarks](#)
- [Intermediate bookmarks](#)
- WestEd Accountable Talk Toolkit
- [Accountable Talk Communication Posters - Rachael](#)

[Leveled Language Frames K-5](#)