

# Using Accountable Talk to Support Literacy Resources

<b>Functions of Accountable Talk</b> <ul style="list-style-type: none"> <li>Conversations about ideas, opinions, and work that is fundamental to learning</li> <li>Actively listening in order to understand, challenge, build upon, and refine others' ideas</li> <li>Structured discussions that sustain learning</li> </ul>	<b>How does Accountable Talk differ from common classroom talk?</b> <ul style="list-style-type: none"> <li>Elevates conversations by teaching students how to <b>navigate</b> and <b>negotiate</b> a conversation</li> <li>Emphasizes <b>reasoning</b> and <b>evidence</b> instead of just correct answers</li> <li>Promotes <b>contributing ideas, explaining thinking and reasoning, and challenging and affirming others' ideas</b></li> </ul>
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## 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"> <li>Gist-level comprehension</li> <li>Vocabulary introduction</li> <li>Build listening comprehension</li> <li>Develop background knowledge &amp; explore big ideas or themes</li> <li>Anticipate and predict</li> <li>Model fluent &amp; expressive reading</li> <li>Enjoyment &amp; interest</li> </ul>	<ul style="list-style-type: none"> <li>I wonder___ because I heard...</li> <li>I noticed that...</li> <li>This text is mostly/primarily about...</li> <li>I predict ___ because...</li> <li>The text stated that ___, and I know that ___, so that makes me think...</li> <li>The main character, ___ can be described as...</li> <li>I am not sure I know what the word ___ means in our text. I think it might mean...</li> <li>I see it the same way as ___. I also think...</li> <li>I'm not sure that I agree with ___. I noticed that....</li> </ul>
Close Reading - Second Read	<ul style="list-style-type: none"> <li>Extend thinking and understanding</li> <li>Clarify misconceptions</li> <li>Analyze key concepts</li> <li>Interact with the text</li> </ul>	<ul style="list-style-type: none"> <li>Clues from the text tell me...</li> <li>I am confused about...</li> <li>I wonder if the text/author is trying to....</li> <li>I am not sure I understand.... Can you please clarify...?</li> <li>On page___, it says... This is important because...</li> </ul>

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

#### 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](#)