

Using Accountable Talk to Support Literacy Resources

Functions of Accountable Talk <ul style="list-style-type: none"> Conversations about ideas, opinions, and work that is fundamental to learning Actively listening in order to understand, challenge, build upon, and refine others' ideas Structured discussions that sustain learning 	How does Accountable Talk differ from common classroom talk? <ul style="list-style-type: none"> Elevates conversations by teaching students how to navigate and negotiate a conversation Emphasizes reasoning and evidence instead of just correct answers Promotes contributing ideas, explaining thinking and reasoning, and challenging and affirming others' ideas
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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"> Gist-level comprehension Vocabulary introduction Build listening comprehension Develop background knowledge & explore big ideas or themes Anticipate and predict Model fluent & expressive reading Enjoyment & 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 understanding Clarify misconceptions Analyze key concepts Interact 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,...