



Academically Productive Talk

8 Accountable Talk Moves for a Successful Classroom

<u>Talk Move</u>	<u>Function</u>	<u>Example</u>
To Support Accountability to Community		
Marking	Direct attention to the value and importance of a student's contribution (Specific Praise).	Excellent point, it is important to compare the size of the pieces. I like how you used that idea...
Linking Contributions	Make explicit the relationship between a new contribution and what has gone before while reminding them that they must hear what others have said.	Does anyone have a similar idea? Do you agree or disagree with what was said? Can someone respond to that comment? Can someone repeat what was just said? Can someone add on to that idea? Your idea sounds similar to their idea.
Revoicing	Align a student's explanation with content, or connect two or more contributions with the goal of advancing the discussion.	So are you saying...? Can you say more? Who understood what was said? Who can put that into their own words?
To Support Accountability to Knowledge		
Pressing for Accuracy	Hold students accountable for the accuracy, credibility, and clarity of their contributions.	Where did you get your evidence? Why do you think that? Someone give me the term for that.
Building on Prior Knowledge	Tie a current contribution back to knowledge accumulated by the class at a previous time.	What have we learned in the past that links with this? How does this connect to...?
Recapping	Make public in a concise, coherent form, the group's achievement at creating a shared understanding of the topic under discussion.	Let me put these ideas all together. What have we discovered? Who can synthesize what we have learned today?
To Support Accountability to Rigorous Thinking		
Pressing for Reasoning	Elicit evidence to establish what contribution a student's participation is intended to make within the group's larger purpose.	Why does this happen? What does this mean? Who can make a claim and then tell us what their claim means? Why do you think he/she said that?
Challenging	Redirect a question back to the students, or use students' contributions as a source for further challenge or query.	Does the idea work if I change the context? Who can answer his/her question? Let me challenge you: Is that always true? Who can defend the point that he/she just made?