


# Accountable Talk and Questioning

Technique	Description	Application
1. Discussion Norms	<p>Work with students to develop norms for discussion. These might include some or all of the following:</p> <ul style="list-style-type: none"> <li>• You have the right to make a contribution to an attentive, respectful audience.</li> <li>• You are expected to speak loudly enough for others to hear you.</li> <li>• You have the right to ask questions.</li> <li>• You are expected to listen for understanding.</li> </ul>	
2. Equity Maps	<p>Equity Maps is an app that allows student discussion to be tracked, providing detailed data on participation levels. A simpler version of the idea can be replicated in paper format by assigning a student to be an equity cartographer.</p> 	
3. 4 Colors and Cards	<p>Student work in teams of four, with each person having a different colored marker and a playing card from a different suit. Give a problem or prompt for them to discuss, explaining that that all colors of marker must be displayed on their board or chart. When sufficient time has passed, randomly call one of the suits. Whoever has the card will share their team's idea or answer.</p>	

4. T-P-TS	Ask students to stand and partner up, determining who is A and B. Place 30 seconds on a visual timer. Explain that you will pose a question and A will respond for 30 seconds, while B listens. After the beep, B will be given 20 seconds to paraphrase to A. Then the process will be flipped.	
5. Challenge Authority	Pass out the Challenge Authority prompts to selected students or groups. Encourage them to answer the questions or complete the tasks. Assure them you will not be upset with their attempts to question or challenge the “authorities” represented in the text or lesson.	
6. Create a Question Stems	Use the higher-level question stems from the attached page, cut up the questions and place them into paper bags, with one bag at each table group. Direct students to reach in and each take a question. Provide them with a few minutes to generate a question, using the stem, related to the lesson or text. Place these questions into one bag for the whole class, and then randomly pull out a question for the class to discuss.	
7. Tear and Share	<p>Set up a page with four quadrants, labeled red, blue, green, and yellow. Place posters in corners of the room with the same labels. Develop four questions about a text and place them in each quadrant on a page. Place students in groups of four, with each student having a color.</p> <p>Ask students to read the text and answer the questions. When finished, they rip the paper into four pieces, and hand each piece to the person with that color.</p> <p>Have students move to their corresponding color corner. Within that group, students read aloud all the responses to the question, discuss, and decide on the best answer to write on the chart.</p>	

8. Discussion Boards	Create a handout with 4-12 squares. In each square place a word you want students to use in discussion, along with a visual representation. Print out one copy per group of students and place it in the middle of their table. Encourage them to use the words during the lesson. Every time a word is used, that student can write their initials on that spot on the board (or place a poker chip, sticker, etc.) The team that uses the most terms during a lesson wins!	
9. Wait Time	After asking a question, wait at least five seconds before calling on a student. After they answer, wait quietly for another few seconds so that they might expand their answer.	
10. Talk Stems	Explain to students the idea of a talk stem – the beginning of a sentence that is commonly used in academic discussions. Post one or two on the board (in a consistent space) and encourage students to use them in their comments. For example, “I would like to add...” or “Can you tell me more about...” or “The effect of ...” Find a list of common talk stems at <a href="http://tinyurl.com/533tewha">http://tinyurl.com/533tewha</a>	
12. AI Chalk Talk	Generate two AI answers to a content related question. Post these on charts or boards located around the room. Have students divide up and discuss the AI answer, then generate their own. This is especially effective for opinion-based questions.	
Additional Ideas		