# Accountable Talk

Talking with others about ideas and work is fundamental to learning. But not all talk sustains learning. For classroom talk to promote learning it must be:

– accountable to the learning community (accountable talk seriously responds to and further develops what others in the group have said)

– accountable to accurate and appropriate knowledge (using <u>evidence</u> that is relevant)

– accountable to rigorous thinking (are they really using their mind well)

# Beliefs about talk

- In order to learn to talk, people must talk as much as possible.
- Talk is a window into how we think and into what we think about.
- Talk is a way we develop ideas that are more powerful than the ideas we think of on our own.
- We are all "second language learners" in a sense---we all need to learn how to talk using the language of academic discourse.
- In order to design and redesign rigorous instruction, we must have an understanding of how the best talk about a topic sounds.
- Learning happens over time and with exposure to concepts through multiple approaches and repeated encounters.

# Implications

- *How can I provide my students with the maximum opportunities to talk?*
- *How can I use those talk opportunities to learn more about my students? How will I record what I am learning as my students talk?*
- *How can I teach my students to engage in conversation rather than simply "report out" ideas?*
- *How can I infuse my teaching with academic language and how can I support my students' learning of academic discourse?*
- *What would the most powerful talk about this topic sound like?*
- *How far away from powerful talk are my students? What experiences do I need to provide my students? What approach will deliver the instruction most effectively?*
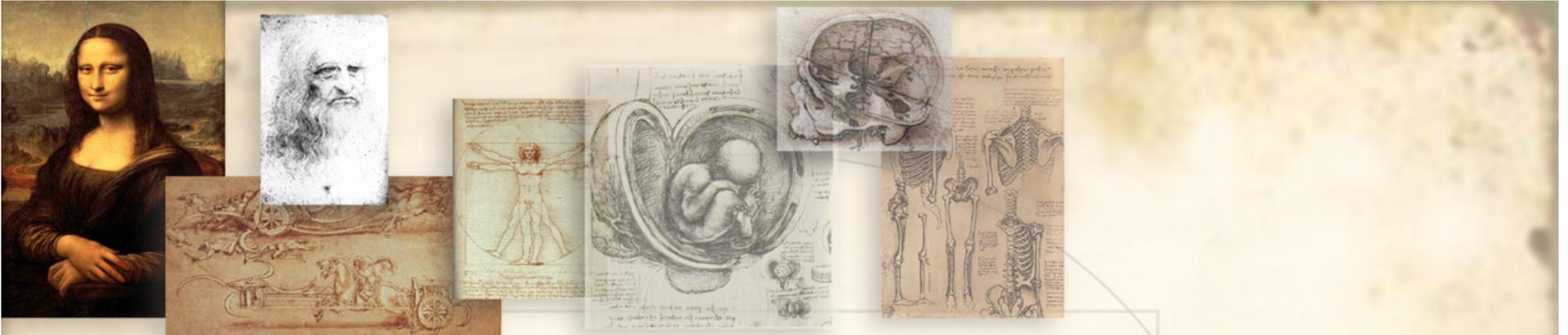
# Initiating "accountable talk"

If students are going to talk, they have to have something to say, and it's best that it relates to the text, will initiate a conversation, keep a conversation going and help develop, test and refine thinking!

# Instructional Strategies

**(Different ways for students to "hold their thinking" when learning comprehension strategies – there are many more)**

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| ✿ **Turn & Talk** | Teacher interrupts the class during reading, asking students to turn and talk to their neighbor about a comprehension strategy, such as asking questions about a text. Talking about their question helps students remember. Teacher may then ask students to share with the large group. |
| ✿ **Four-way share** | (clockwise share), typically at a table or desk grouping |
| ✿ **Stop & Jot** | At least once during a lesson, teacher stops to pose an important question for students to respond to. Students each record their perception of a key idea or concept about a topic or reading in their notebook. Volunteers share one or two responses or model your own response on the chalkboard or overhead. |
| ✿ **Double-entry journals** | Students write excerpts from the text on one side, and on the other, their thinking about that selection. |
| ✿ **Charting** | Charting can be used for pre-reading, such as K-W-L charts, or to "hold their thinking" as students read, with graphic organizers, double entry notebooks, or large charts for the whole class to contribute to. |
| ✿ **Text marking** | Students use sticky notes for books they're not able to mark, or for photocopied work, highlighters and pens to "hold their thinking," record specific comprehension strategies. |

# Comprehension Strategies

(What many students need to be taught explicitly)

What do good readers do to understand what they read?

- ❖ **Use and create schema** – make connections between the new and the known, build and activate background knowledge
- ❖ **Ask questions** - generate questions, before, during, and after reading that lead you deeper into the text
- ❖ **Monitor for meaning** - know when you know, and when you don't know
- ❖ **Determine importance** - decide what matters most, what is worth remembering
- ❖ **Infer** – combine background knowledge with information _from the text_ to predict, conclude, make judgments, interpret
- ❖ **Use sensory and emotional images** - create mental images to deepen and stretch meaning
- ❖ **Synthesize** - create an evolution of meaning by combining understanding with knowledge from other texts/sources