



## What Does Accountable Talk Look Like in the Classroom?

Dr. Giovanni Hortua

**Anchor Standard RL.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

### **From Revised Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3–12**

*David Coleman • Susan Pimentel*

#### **II. Key Criteria for Questions and Tasks**

**1. High-Quality Text-Dependent Questions and Tasks:** Among the highest priorities of the Common Core State Standards is that students be able to read closely and gain knowledge from texts.

- A. *A significant percentage of tasks and questions are text dependent.***
- B. *High-quality sequences of text-dependent questions elicit sustained attention to the specifics of the text and their impact.***
- C. *Questions and tasks require the use of textual evidence, including supporting valid inferences from the text.***
- D. *Instructional design cultivates student interest and engagement in reading rich texts carefully.***
- E. *Materials provide opportunities for students to build knowledge through close reading of specific texts.***
- F. *Questions and tasks attend to analyzing the arguments and information at the heart of informational text.***

“The standards strongly focus on students gathering evidence, knowledge, and insight from what they read and therefore require that a majority of the questions and tasks that students ask and respond to be based on the text under consideration. Rigorous text-dependent questions require students to demonstrate that they not only can follow the details of what is explicitly stated but also are able to make valid claims that square with all the evidence in the text. Text-dependent questions do not require information or evidence from outside the text or texts; they establish what follows and what does not follow from the text itself. Eighty to ninety percent of the Reading Standards in each grade require text-dependent analysis; accordingly, aligned curriculum materials should have a similar percentage of text-dependent questions. When examining a complex text in depth, tasks should require careful scrutiny of the text and specific references to evidence from the text itself to support responses.

High quality text dependent questions are more often text specific rather than generic. That is, high quality questions should be developed to address the specific text being read, in response to the demands of that text. Good questions engage students to attend to the particular dimensions, ideas, and specifics that illuminate each text. Though there is a productive role for good general questions for teachers and students to have at hand, materials should not over rely on “cookie-cutter” questions that could be asked of any text, such as “What is the main idea? Provide three supporting details.” Materials should develop sequences of individually crafted questions that draw students and teachers into an exploration of the text or texts at hand.

A text-dependent approach can and should be applied to building knowledge from multiple sources as well as making connections among texts and learned material, according to the principle that each source be read and understood carefully. Gathering text evidence is equally crucial when dealing with larger volumes of text for research or other purposes. Student background knowledge and experiences can illuminate the reading but should not replace attention to the text itself.”

Accountable to the Learning Community	<b>Listen</b> Pay attention to the statements of others. 	<b>Summarize</b> Restate the ideas of a previous speaker in new language. 	<b>Build</b> Add to the statement of a previous speaker. 	<b>Mark</b> Direct attention to the importance of another's statement. 
	<b>Verify</b> Check your understanding of previous statements & knowledge. 	<b>Unpack</b> Explain how you arrived at your answer. 	<b>Support</b> Give examples & evidence to support your answer. 	<b>Link</b> Point out the relationships among previous statements & knowledge. 
Accountable to the Knowledge	<b>Defend</b> Defend your reasoning against a different point of view. 	<b>Challenge</b> Ask a previous speaker to explain & provide evidence for a statement. 	<b>Combine</b> Incorporate knowledge from multiple resources to form your ideas. 	<b>Predict</b> Draw conclusions about what might happen next, or as a result of ideas. 
Accountable to Rigorous Thinking				

## Accountable Talk

### Teacher Talk Moves

- Re-voicing: “Let me see if I’ve got your thinking right. You said...”
- Reciprocal Restating: “Can you restate what \_\_\_\_ said?”
- Reasoning: “Why do you think that? Can you explain? How did you arrive at that opinion?”
- Reciprocal Reasoning: “Do you agree or disagree with \_\_\_\_\_. Use evidence from the text.”
- Respectfully Challenging: “Is this always true?” “Can you think of where this wouldn’t work?”
- Redirecting: “Would someone like to add on or respectfully disagree with what was just said?”

### Student Talk Moves

- I wonder why...
- I have a question about...
- I agree/disagree with...because...
- That reminds me of...
- I don’t understand...
- On page \_\_\_ it says \_\_\_ so I think...
- \_\_\_, could you please clarify what you meant when you said...
- I would like to add to what \_\_\_ was saying...
- I came to that conclusion because....



## Excerpt from Martin Luther King's "I Have A Dream" Speech Text

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languishing in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize a shameful condition.

In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds." But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we have come to cash this check -- a check that will give us upon demand the riches of freedom and the security of justice. We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quick sands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred.

We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force. The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. They have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.



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Name \_\_\_\_\_ Day 3, Session 1

### Session Objective

Participants will observe accountable talk in various classroom settings, including during lessons involving:

Text-Dependent Questioning

Close Reading

Constructivist Meaning-Making

### Reflect Independently

- Choose an Accountable Talk strategy or 'Talk Move' that you observed today in the videos.
- Where will you apply it in your lesson planning next week?
- Why is that a good part of the lesson to apply that strategy to? What is the expected student outcome?