

BUILDING OPTIONS FOR DISCOURSE -- STUDENTS & TEACHERS RESPONSES

| Accountable Talk Generalize | Teacher Questions <i>"Is it always true?"</i> | Student Responses | Teacher Strategies |
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| Communicating reasoning about commonalities in patterns, procedures, structures, and relationships. | Why does that (not) always work? Can you find a counter example? | I noticed that if __, then we can always __. __ will always work, if __, then __. If we __, then we can always __. | Prove that it always works. Look for other examples (counter examples, pros and cons). What if...? Can you break it? |

| Justify / Analyze / Evaluate <i>"Why is it true?"</i> | | | |
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| Provide evidence while reasoning through solution. Sees relationships and connections. Identify conjectures and tests. Validate | Why is, why did, Would, could., should ...? How would you prove, disprove? Evaluate importance of Would it be better if... ? What would you ? Why? How could you determine? | If we know the ___ and ___, then we would find the _____. If we did his, then ... would happen. I would... I could.... (Modals: would, could, should. Compound and complex sentences) | Probe. Look for reasoning behind responses. Use visuals to make connections and see relationships. Ask for arguments and comparisons. Cause and effect |

| Explain / Apply / Understand <i>"What is true?"</i> | | | |
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| New knowledge is created Conceptualization Gives solution with enough clarity and detail to be understood. Summarizes, paraphrase, outlines Explains, interprets, describes, Give examples, demonstrate Convince others. Main Idea Interpretation, infers, predicts Chronological, Sequence Compare, contrast Classify, categorize | What is ... ? Where is ... ? How did ? How would you... ? How is ... ? How are the same? Different? Which is... ? What happened first? Second? Explain why...? | First I ____, then I ____, next I ____ There are ___ the same/different because.... This one is, but that one is..... I think that ... because.... I know ___ because | Revoice someone else's thinking / rephrase / rehearsal / structured partner talk. Demonstrate. Ask for elaboration / clarification / examples. Explain someone else's representation / solution. Graphic organizers, visuals, number line, manipulatives). Add on- elaborating |

| Recall <i>"What is it?"</i> | | | |
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| Knowledge produced from memory. Facts. Calculations. Definitions. Find Label Rephrase List | What is...?? When did..? Who was..? Can you ... list, select, name ? Where did...? How many...? | It is... There is... There are ... Single word or number. | Cue: symbols, words, phrases, tables. Hints. Share with partner. Restate directions. Retell |

| Confirm <i>"Is it?"</i> | | | |
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| Agree or disagree. Choose. Categorize. | Do you ... agree? Disagree? Thumbs up if Is that what you said? Choose, Match, Find | Do you see...? Is it ___ or ___? | Raise hand. Thumbs up / thumbs down. Yes / No. |