

ACCOUNTABLE TALK MOVES

Move	Examples
Press for clarification and explanation	<ul style="list-style-type: none"> • Could you describe what you mean? • Can you provide an example that supports your claim? • Can you tell me more about your thinking about . . . ?
Require justification of proposals and challenges	<ul style="list-style-type: none"> • Where did you find that information? • How did you know that? • How does that support your claim?
Recognize and challenge misconception	<ul style="list-style-type: none"> • I don't agree because . . . • Have you considered an alternative such as . . . ? • I think that there is a misconception here, specifically . . .
Require evidence for claims and arguments	<ul style="list-style-type: none"> • Can you give me an example? • Where did you find that information? • How does this evidence support your claim?
Interpret and use each other's statements	<ul style="list-style-type: none"> • David suggested . . . • What I heard Marla say was . . . • I was thinking about Jackson's idea and I think . . .

Retrieved from the companion website for *Visible Learning for Mathematics, Grades K–12: What Works Best to Optimize Student Learning* by John Hattie, Douglas Fisher, Nancy Frey, Linda M. Gojak, Sara Delano Moore, and William Mellman. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2017 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

Figure 5.6