



Thank you

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Please enjoy this complimentary excerpt from *Visible Learning for Mathematics, Grades K-12*. Use these accountable talk moves to constructively challenge your students' conclusions and misconceptions.

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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 . . . |



Available for download at <http://resources.corwin.com/VL-mathematics>

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Figure 5.6

- *Keeping the channels open*—“Did everyone hear that? Devon, can you say that again?”
- *Linking contributions*—“Allie, can you put your idea together with the one Oliver just suggested?”
- *Pressing for accuracy*—“Where can we find that?”
- *Pressing for reasoning*—“Why do you think so?”