# ACCOUNTABLE TALK STEMS

EDITABLE

Grades 3-8

Posters, Desk Cards, Bookmarks

24 PAGES









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## This is a fillable PDF

- Open it in a PDF reader (Adobe Acrobat Reader, Preview, or your browser), click into a line or a box, type, and Save As.
- The name lines, student note pages, the talk check, the discussion planner, the tally sheet and every notes area are type-in fields. You can also print any page and write by hand.
- It works offline. No account, no subscription, no internet connection needed after you download it.

## Print at 100 percent

Turn off fit to page and shrink to fit so the cut pieces keep their size. Every page is readable in black and white, and the desk cards and bookmarks come in a color set and an ink-saver set. Posters look best on cardstock; cards and bookmarks are fine on copy paper or cardstock.

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PREVIEW

# How to Use It: Five Short Routines

Each one takes a few minutes. Pick the ones that fit your day.

## 1. One move at a time

- Show the at-a-glance poster (page 5). Pick one move, such as Agree, and hang its poster.
- Read the Starter stems together. Partners say one to each other about a topic you choose. Add the Stretch stems when the Starter ones feel easy.

## 2. Stems at the desk

- Hand out the desk cards (pages 13 and 14) or the bookmarks (pages 15 and 16).
- Children keep them beside a book or their notes while they talk and write.

## 3. Plan before you talk

- Children fill in the talk notes (page 17): their idea, what they heard, a stem they will use.
- Use the practice page (page 19) first with children who want to try a stem on paper before saying it.

## 4. Tally what you hear

- Use the tally sheet (page 21). Make one mark under a move each time a child uses it.
- See the filled example (page 22) for how one invented group looked. Plan the next talk on the planner (page 20).

## 5. Reflect

- After the talk, children color a ring on their talk check (page 18) for each move they used.
- Ask them to pick one move to try next time.

## Notes on your day

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# AGREE

Say you agree and tell why.

## ● Starter

I agree with _____ because _____.

I think the same as _____ because _____.

_____ said _____, and I also think _____.

That is a good point because _____.

## ▲ Stretch

I agree with _____ because the text says _____, which shows _____.

The reasoning _____ gave makes sense because _____.

I came to the same conclusion as _____ by _____.

I was convinced by _____'s point about _____ because _____.

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# ASK

**Ask a question to learn more.**

## ● Starter

- What do you mean by _____?
- Why do you think _____?
- Can you tell me more about _____?
- How did you figure that out?

## ▲ Stretch

- What evidence supports your idea about _____?
- How does _____ connect to _____?
- What would happen if _____?
- What makes you say _____?

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# CLARIFY

Make sure you understand, or make your idea clearer.

## ● Starter

Can you say that again?

Do you mean _____?

I heard you say _____. Is that right?

Can you give an example?

## ▲ Stretch

So you are saying _____. Did I get that right?

Let me say that in my own words: _____.

Could you explain how _____ leads to _____?

What I meant to say was _____.

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Cut the desk cards. Keep one at your desk.

## AGREE

I agree with _____ because _____.

I think the same as _____ because _____.

I agree with _____ because the text says _____, which shows _____.

## DISAGREE

I see it differently because _____.

I disagree with _____ because _____.

I respectfully disagree with _____ because _____.

## ASK

What do you mean by _____?

Why do you think _____?

What evidence supports your idea about _____?

## ADD ON

I want to add on to what _____ said.

Another example is _____.

Building on _____'s idea, I think _____.

## CLARIFY

Can you say that again?

Do you mean _____?

So you are saying _____. Did I get that right?

## CONNECT

This reminds me of _____.

My idea connects to _____'s idea because _____.

This connects to _____ we studied because _____.

## EVIDENCE

I know this because the text says _____.

On page _____ it says _____.

The author states _____, which proves _____.

## LISTEN FIRST

Look at the person talking.

Think about what you heard.

Wait. Then take your turn.

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## Cut the bookmarks. Keep one in your book.

### TALK MOVES

**AGREE**
I agree with _____ because _____.

**DISAGREE**
I see it differently because _____.

**ASK**
What do you mean by _____?

**ADD ON**
I want to add on to what _____ said.

**CLARIFY**
Can you say that again?

**CONNECT**
This reminds me of _____.

**EVIDENCE**
I know this because the text says _____.

My talk goal

_____

_____


### TALK MOVES

**AGREE**
I agree with _____ because _____.

**DISAGREE**
I see it differently because _____.

**ASK**
What do you mean by _____?

**ADD ON**
I want to add on to what _____ said.

**CLARIFY**
Can you say that again?

**CONNECT**
This reminds me of _____.

**EVIDENCE**
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My talk goal

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### TALK MOVES

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**ASK**
What do you mean by _____?

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**CLARIFY**
Can you say that again?

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### TALK MOVES

**AGREE**
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### TALK MOVES

**AGREE**
I agree with _____ because _____.

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What do you mean by _____?

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**CLARIFY**
Can you say that again?

**CONNECT**
This reminds me of _____.

**EVIDENCE**
I know this because the text says _____.

My talk goal

_____

_____


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# My name _____

## Plan what you will say. Write it down.

### Our topic

_____

### My idea

### What I heard someone say

### A stem I will use

_____

### A question I can ask

_____

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My name _____

Color a ring each time you use a talk move.

AGREE ○ ○ ○

DISAGREE ○ ○ ○

ASK ○ ○ ○

ADD ON ○ ○ ○

CLARIFY ○ ○ ○

CONNECT ○ ○ ○

EVIDENCE ○ ○ ○

Next time I will try

_____

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# Discussion Planner

Plan one talk: the question, the text, and the moves you want to hear.

Date _____ Class _____ Group or period _____

## Our question

_____

_____

## Text or topic

_____

_____

## Moves we will practice (circle them)

- Agree
- Disagree
- Ask
- Add On
- Clarify
- Connect
- Evidence

## Stems to teach first

_____

_____

_____

_____

## Who I want to hear from

_____

_____

## After the talk: what I noticed

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# Filled Example: One Talk

Room 8, one group (invented class). The children and every number on this page are invented.

| Child | Agree | Disagree | Ask | Add on | Clarify | Connect | Evidence | Total |
|---|---|---|---|---|---|---|---|---|
| Ana | 3 | 1 | 2 | 1 | 1 | 1 | 2 | 11 |
| Ben | 2 | 0 | 1 | 2 | 1 | 0 | 1 | 7 |
| Chloe | 1 | 2 | 3 | 1 | 1 | 1 | 3 | 12 |
| Dev | 2 | 1 | 0 | 1 | 1 | 1 | 1 | 7 |
| Eli | 1 | 0 | 2 | 2 | 2 | 1 | 2 | 10 |
| Fay | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 10 |
| All children | 11 | 5 | 9 | 9 | 7 | 6 | 10 | 57 |

PREVIEW

## Reading the numbers

The 6 children made 57 moves in all. Agree was heard most (11 times) and Disagree least (5 times).

## What the teacher did next

The teacher hung the Disagree poster (page 7) and gave each child the Disagree stems to try in the next talk.

## What this example is not

One invented group's tally. It sets no typical number, grades no child and predicts nothing about a real class.