

By calling on students to use the skills of intelligent thinking and accountable talk, and by holding them responsible for doing so, educators can "teach" intelligence. This is what teachers normally do with students they expect much from; it should be standard practice with all students.

Resnick (use for why all students...?)

Intelligence is the habit of persistently trying to understand things and make them function better. Intelligence is working to figure things out, varying strategies until a workable solution is found. Intelligence is knowing what one does (and doesn't) know, seeking information and organizing that information so that it makes sense and can be remembered. In short, one's intelligence is the sum of one's *habits of mind*.

Resnick (use for why might discourse...)

For classroom talk to promote learning, it must have certain characteristics that make it *accountable*.

Accountable talk seriously responds to and further develops what others in the group have said. It puts forth and demands knowledge that is accurate and relevant to the issue under discussion. Accountable talk uses evidence in ways appropriate to the discipline (for example, proofs in mathematics, data from investigations in science, textual details in literature, documentary sources in history). Finally, it follows established norms of good reasoning.

Resnick definition of accountable talk