

Table 3.1. Teacher-Led Tools

Teachers develop or adapt, then implement and maintain responsibility for direction of classroom talk.

Tool Name and Description	When to Use
<i>Student Writing That Prepares for Talk</i>	
<p>ANTICIPATION GUIDE</p> <p>A set of statements or questions about which students will likely have strong feelings and about which students can reasonably disagree. You provide students with a short worksheet or questionnaire to fill out in preparation for discussion. Because the statements or questions “anticipate” major themes of a text or unit, you can use anticipation guides as a pre-reading activity to pique interest, to activate prior knowledge, or to scaffold critical thinking.</p>	Prepare
<p>COMPOSING PROMPT</p> <p>An opportunity for students to write (either individually or collaboratively) in response to a question, idea, statement or quote. For example, students can draft an answer to an interpretive question or they can do personal journal writing. Not all composing prompts are dialogic tools, but can be when used to give students time to develop individual thinking to prepare for small-group or large-group talk.</p>	Prepare
<i>Teacher Writing That Prepares for Talk</i>	
<p>TEACHER-SCRIPTED QUESTIONS</p> <p>Questions teachers prepare in advance of a lesson. Teacher-scripted questions generally target ideas and objectives teachers want to address in recitation or discussion. A dialogic tool when used to create opportunities for student learning talk.</p>	Prepare
<p>RUBRIC</p> <p>A set of outlined expectations regarding type, quantity, or quality of participation. A teacher-led tool when you compose and distribute it.</p>	Prepare, Practice, Reflect
<p>WORKSHEET</p> <p>A hard copy of questions or activities. A dialogic tool when it promotes independent or small-group thinking and talk about a concept, or when it includes authentic or uptake questions.</p>	Prepare, Practice, Reflect

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<i>Tools to Promote Talk-in-Interaction</i>	
<p>FOUR CORNERS</p> <p>Teacher reads a set of controversial statements or open-ended questions. Students decide whether they strongly agree, somewhat agree, somewhat disagree, or strongly disagree with each statement. Students physically move to the corner of the classroom representing one of the four positions. You can facilitate a large-group discussion by asking students from each corner to dialogue about their stances and interpretations.</p>	Practice
<p>TAKE A STAND</p> <p>A controversial topic is presented along with varying stances on the topic. Much like “Four Corners,” this activity invites students to agree or disagree on an issue or topic. You can ask students to spatially represent their “stand” by moving to different sides of the room.</p>	Practice
<p>SHARING READING STRATEGIES</p> <p>Making reading social and public through explicit sharing of strategies and background knowledge in a group setting. This practice helps struggling readers see how it’s done and helps everyone stay motivated.</p>	Prepare, Reflect
<p>TEACHER TOKENS</p> <p>Small objects used by the teacher to randomly select the next speaker, such as slips of paper in a jar. You can use tokens to make sure students distribute turns at talk.</p>	Practice
<i>Writing in Response</i>	
<p>REFLECTION/SELF-ASSESSMENT</p> <p>Students assess or reflect on their own or others’ dialogic participation. Students can gain awareness of what they have learned about content and about the process of talking to learn, and you can gain a vantage point on students’ learning processes.</p>	Reflect

*You can find examples of the tools throughout the book and on our companion website (vbr.wiki.educ.msu.edu.)

Table 3.2. Student-Led Tools

Teachers step back and position students to interact with content and with each other, thus sharing responsibility for direction of classroom interaction.

Tool and Description	When to Use
<i>Tools to Organize Interaction</i>	
<p>DEBATE</p> <p>An activity structured to put students on opposite sides of a controversial issue or question. Debates vary widely in style, but most are formal and highly structured to offer students on each side equal opportunities for stating or countering arguments.</p>	Prepare, Practice
<p>FISHBOWL</p> <p>A small portion of the class discusses in a circle at the center, while the rest of the group listens to that discussion from a larger circle around the outside. You can use the center discussion to model high-quality discussion, to share small-group collaboration with the larger group, or to encourage listeners in the outer circle to reflect on the activity in the center.</p>	Practice, Reflect
<p>GALLERY WALK</p> <p>Quotes, artifacts, questions, or examples of work are posted around the room. Students stroll around to browse them. You can have students stop by artifacts that are particularly interesting to them and articulate (through writing or talking) the meaning or interest behind it.</p>	Practice
<p>LITERATURE CIRCLE</p> <p>A small collaborative group of students who read a text and meet together to conduct their own discussion and analysis of it. Literature circle protocols can be highly structured or relatively open. You or students can select the texts.</p>	Practice
<p>SOCRATIC SEMINAR</p> <p>A large-group, student-led discussion around a text. You establish the rules and expectations in advance, and students come prepared with questions and ideas to share. Many teachers try to minimize their participation.</p>	Prepare, Practice

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<p>PAIR SHARE</p> <p>A discussion between two students. In pairs, students briefly share ideas about a text, question, or lesson. This exercise invites students to collaboratively “think out loud” during a lesson. You can follow up by inviting pairs to share with the larger group.</p>	<p>Prepare, Practice</p>
<p>SMALL-GROUP WORK</p> <p>Collaboration among three or more students. Depending on your purpose and on student experience, you can design group-work along a continuum of more-structured to less-structured (to support growing student autonomy). Structures for small-group work might include time limits, task lists, and assigned discussion roles (e.g., notetaker, questioner, scribe, mediator, or publisher). Small-group work encourages teamwork and communication. It also provides a low-stakes environment to practice dialogic interaction, preparing students to go dialogic in whole-class discussion.</p>	<p>Prepare, Practice</p>
<p>DRAMA ACTIVITIES</p> <p>Collaborative role play or performance. Students can act out a scene from a novel, create a tableau of a significant moment, conduct a choral reading, or interpret the plot of a story in a different setting, for example.</p>	<p>Practice</p>
<p>ROLE-PLAYING GAMES</p> <p>Collaborative role play or performance. Students take on roles, as in drama activities, but usually with more codified rules and structure. They can participate in talk shows, develop radio call-in shows, or put authors on trial.</p>	<p>Practice</p>
<p><i>Tools to Position Students to Direct Interaction</i></p>	
<p>STUDENT-WRITTEN QUESTIONS</p> <p>Questions students prepare in advance of a lesson. Students develop and write out questions to generate learning talk. Having students write the questions encourages higher levels of thinking and offers students autonomy and authority.</p>	<p>Prepare</p>

<p>PASS TOY</p> <p>An object (a small toy, ball, or stuffed animal) passed from one student to the next, regulating who has the floor. Students choose who has the next turn by throwing the pass toy.</p>	<p>Practice</p>
<p>STUDENT TOKEN</p> <p>Small objects distributed before a large-group discussion, used as admission to it. If students receive two tokens, for example, they can speak up twice. Using tokens can encourage more students to speak and thwart domination by one or a few vocal students.</p>	<p>Prepare, Practice</p>
<p><i>Tools to Make Norms and Procedures Explicit</i></p>	
<p>META-LESSONS</p> <p>Lessons explicitly addressing how to participate in classroom talk. You might use meta-lessons to establish expectations, communicate norms, revisit rules, or negotiate standards for the quantity and quality of participation in classroom talk. Meta-lessons vary in the extent to which the teacher defines the norms or invites students to do so.</p>	<p>Prepare, Reflect</p>
<p>SENTENCE AND QUESTION STEMS</p> <p>A list of words and phrases used to introduce a speaker's message. These stems can scaffold students into civil conversation by providing them with ways of cuing respectful agreement and disagreement and providing them with ideas for questions, for example, "I agree, and I'd also like to add . . ." and "I respectfully disagree, because . . .".</p>	
<p><i>Tools to Organize Physical Space</i></p>	
<p>SEATING CONFIGURATION</p> <p>Deliberate arrangement of furniture within space. You can arrange classroom space and furniture to allow students to see and hear each other, for example, by putting chairs in a circle or in small groups. Such classroom arrangements can interrupt the expected teacher-student hierarchy and promote student learning talk. You can use small and large circles, carousel, U-shapes, and desks facing each other in clusters of three or four.</p>	<p>Practice</p>

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