

Table 4.1. Framework for Sequencing Dialogic Tools over Time

	<i>1st quarter</i>	<i>2nd quarter</i>	<i>3rd quarter</i>	<i>4th quarter</i>
<i>Teacher role</i>	T relies on T-L tools in establishing routines and scaffolding students into participation. T may introduce meta-lessons.	While T-L tools continue as a staple of planning, meta-lessons provide a chance to consider alternate roles for Ss and T to try. More structured S-L tools (drama activities, student-written questions) are introduced as needed.	Structured S-L tools (Socratic seminars, student-written questions) become more frequently used. However, T sequences and combines T-L and S-L activities, depending on position within unit.	T designs lessons that expertly combine tools according to the goals of the lesson, unit, or year. T can step back from managing each interaction and rely on established routines as well as invent new ones with Ss.
<i>Student role</i>	By taking an active role in classroom activities, students voice their perspectives and become used to taking a role in classroom talk.	Ss continue to engage in T-L activities but may also contribute to the establishment of norms and begin more independent work in small groups.	Ss learn to articulate the purposes for different forms of interaction in the classroom. By using S-L tools, they take more ownership of knowledge production in class.	Ss routinely engage in knowledge production and choice in final projects and activities.

	<i>1st quarter</i>	<i>2nd quarter</i>	<i>3rd quarter</i>	<i>4th quarter</i>
<i>Classroom environment</i>	Careful attention to seating charts and arrangement of desks enables productive interaction and curbs unproductive side talk. T instructs Ss in location and use of textual and technological resources.	Ss become used to a changing seating arrangement, depending on the demands of the activity. Ss are aware of available resources and rules for their responsible use.	Classroom is becoming a flexible resource for grouping and participation. Ss can quickly set up different seating arrangements. T abdicates some control of textual and technological resources.	Ss and T see classroom as a flexible resource for grouping and participation. Ss can quickly set up different seating arrangements, and have full access to textual and technological resources.
<i>Assessment</i>	Classroom talk provides a means of pre-assessment of both content and interactional skills and a means for informal formative assessment.	In addition to oral formative assessment, writing done to prepare for or in response to classroom talk, or composed in pairs or small groups can provide indications of student learning.	Working together, T and Ss develop rubrics for assessing productive academic interaction, such as discussion. Ss thus hold themselves and are held accountable for classroom talk.	Classroom interaction is a major means both of creating written works to be assessed and of negotiation over choices for assessment.

Key: Ss=Students; T=Teacher; T-L=Teacher=Led; S-L=Student-Led