Answer key

Teacher/Video ID: **111501032** Book Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_

Coder: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Genre: Narrative Informational Other: \_\_\_\_\_\_\_\_\_\_\_\_

Start time: \_\_\_\_\_\_ End time: \_\_\_\_\_\_ Languages observed: English Spanish Other: \_\_\_\_\_\_\_\_\_\_\_\_

**CHILD TALK + CONTINUATIONS**

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| --- | --- | --- | --- | --- | --- |
| **Form of Utterance Codes**  **CHILD TALK** | **Definition and keywords** | **Frequency counts**  BEFORE DURING AFTER | | | **Total** |
| **Child Comment** | Definition: Child declarative sentence form used to convey information or imperative sentence used to request action from the listener. | 7 | 32 | 0 | **39** |
| **Child Questions** | Definition: Child interrogative sentence form designed to elicit a response from the listener. – *Why doesn’t Diego get a turn?*  Keywords: *Who, What, When, Where, Which, Why, How, Have (Has, Had, Having), Can, Could, Do (Does, Did), Will, Would, Is, Are, Was, Were, Being, Been, May, Might, Must, Need, Shall, Should* | 0 | 2 | 0 | **2** |
| **TEACHER TALK Triggered by Child Talk** | | | | |  |
| **Repeat/Recast/Extend** | Definition: Repeat/recast/extend – This teacher code involves elaborating on child utterances by repeating, recasting or expanding the topic in a way that uses at least one word from the child’s previous utterance.  These continuations of child topics/utterances must use at least one word from the child’s previous utterance(s); this includes root word that are carried over from C’s talk (C: They read. T: They’re reading). This must include teacher talk that immediately follows a child utterance. | 5 | 13 | 0 | **18** |

**TEACHER QUESTIONS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Form of Utterance Codes**  **TEACHER TALK** | **Definition and keywords** | **Frequency Counts**  BEFORE DURING AFTER | | | **Total** |
| **Auxiliary-Fronted**  **Yes/No Question** | Definition: These questions are designed to elicit a yes/no response and contain an auxiliary (“helper”) verb. \*Note: Auxiliary verb may not be the very first word in the question, but should still be coded here. – *Do you see that?* / *When they were playing, was she being nice?*  Keywords/Auxiliary verbs: Have, Has, Had, Having, Can, Could, Do, Does, Did, Will, Would, Is, Are, Was, Were, Being, Been, May, Might, Must, Need, Shall, Should | 1 | 19 | 1 | **21** |
| **Yes/No Question** | Definition: A question that can be answered with yes/no question response but does NOT have an auxiliary verb at beginning – *See that?* May also include tag questions (rhetorical questions) – *She’s bossy, huh?* | 5 | 22 | 0 | **27** |
| **Basic Wh- Question** | Definition: Who, what, when, where, which (but not why) + interrogative sentence form/question – *What happened?* | 6 | 11 | 0 | **17** |
| **Why Question** | Definition: Why + interrogative sentence form/question – *Why are they mad?* | 0 | 0 | 0 | **0** |
| **How Question** | Definition: *How* + interrogative sentence form/question – *How did they build the tower so high?* | 0 | 4 | 0 | **4** |
| **Turn-Taking Question** | Definition: Where the teacher uses a question form, but it does not fit the other Q categories and is designed to give the child a turn to speak (*Yes, Felicia?*) | 0 | 1 | 0 | **1** |

**TOPIC/CONTENT CODES: ALL TEACHER TALK**

**These categories only apply to teacher utterances; these utterances can co-occur, but Literacy- or Meaning-Related trump Behavior if within one utterance.**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Behavior Code**  **TEACHER TALK** | **Definition and common phrases** | | | | | **Frequency Counts**  BEFORE DURING AFTER | | | | **Total** |
| **Redirection/**  **Reminders** | Definition: Positive and negative behavior management related talk (redirection and reminders)  Key phrases: *Raise your hand, just a minute, hold on, I am looking for…., I like how…, shhh, sit down, wait, wait your turn, stop, be quiet*; *Look, see* (Do not double count attention-directing words if they are embedded in a longer behavior-focused utterance, e.g. *Sit criss-cross applesauce and look up here!)* | | | | | 1 | 13 | 0 | | **14** |
|  | | | | | | | | | |  |
| **Literacy Codes**  **TEACHER TALK** | **Definition and Common Phrases** | | | | | **Frequency Counts**  BEFORE DURING AFTER | | | | **Total** |
| **Book and Print Conventions** | Definition: Talks about how to use books, book parts or rules and conventions that English print requires.  Keywords/phrases*:* *Title, title page, page, cover, spine, end pages, dedication page, turn page, left/ right, top/bottom, “this is called” + title of book, genre* | | | | | 2 | 1 | 1 | | **4** |
| **Letters/Words/Writing** | Definition: Talks about letter names, letter sounds, alphabetical order or letter features; identifies whole words in print; models writing of words; talks about how to write, invented spelling, or writing notes to friends  Keywords: *Letters, uppercase, lowercase, letter sound, starts with + letter name, rhyming word, write, writing center* | | | | | 0 | 1 | 0 | | **1** |
|  | | | | | | | | | |  |
| **Meaning Codes**  **TEACHER TALK** | **Definition and Common Phrases** | | | | | **Frequency Counts**  BEFORE DURING AFTER | | | | **Total** |
| **Character References** | Definition: Names specific characters with proper noun.  Keywords: Proper nouns that name characters in text (e.g. Petunia, Diego) | | | | | 0 | 19 | 0 | | **19** |
| **Cognition** | Definition: Indicates cognitive processes in the brain.  Keywords: *Think, know, believe, make believe, remember/remind, pretend, idea, plan, find out, learn, understand, imagine/imagination, wonder, guess, decide/decision, choose/chose/choice, pick* | | | | | 6 | 15 | 0 | | **21** |
| **Feelings/Emotions** | Definition: Captures feeling/emotions.  Common keywords: *Mad, sad, happy, angry, sorry, miss, scared* | | | | | 0 | 8 | 0 | | **8** |
| **Define/Elaborate on Vocabulary** | Definition: Asks for or providing a word’s definition, or elaborating on word meaning.  Key phrases: *“What does \_\_ mean?”; “The word \_\_ means …”* | | | | | 0 | 0 | 0 | | **0** |
| **Act Out/Pretend** | Definition: Promotes dramatization of the book or other pretend role-play.  Key phrases: “*Let’s pretend…”; “Let's imagine…”; make believe, (dramatic) play* | | | | | 1 | 0 | 0 | | **1** |
|  | | | | | | | | | |  |
| **Other Observations**  **TEACHER TALK**  Check modifiers if 1+ utterances | **Author/Illustrator reference**  Yes No  *authors write words, illustrators draw pictures* | **Making Predictions**  Yes No  *“What will happen…?”; “Guess what’s next?”; “I expect…”* | **Making Connections**  Yes No  *“Remember when we…”; “Reminds me of our…”* | **Background Knowledge**  Yes No  *“What do you know about…?”* | **Causal Reasoning/ Problem Solving**  Yes No  *because, why?, since/so, problem, solve, trouble* | | **Judgments/Opinions**  Yes No  *mean/nice, bossy, fair, smart, friendly, bully, agree, good/bad* | | **Desires/ Preferences**  Yes No  *like, dislike, want, hate, decide, favorite* | |