Systematic Assessment of

Book Reading

(SABR)



Long Form (Transcript) Manual

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Systematic Assessment of Book Reading (SABR) Transcript Coding Manual

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Section 1: Coding Overview

Overview of Coding

Thank you for coding using the SABR measure. The SABR tool is available at no cost to educators and researchers who are interested in understanding the qualities of classroom-based read aloud sessions. Use this tool to evaluate shared reading in *preschool through first grade classrooms.* This Long Form version contains codes for transcribed reading sessions. Some of these codes are theoretically important, while others closely relate to growth in children’s skills. You may customize this manual as you identify other behaviors of interest to match your research goals. If you choose to modify the tool, please continue to cite the original work in your adapted version.

|  |
| --- |
| Coding ObjectiveThe coder’s task is to analyze teacher and child talk to categorize selected verbal behaviors. The table below shows the series of questions coders ask to assign codes or tallies to quantify the number of times behaviors of interest were observed.  |
| Timing Macro Codes | * Does **extra-textual talk** occur before, during, or after reading of text?
 |
| Excluded Talk | * What utterances should be **excluded**?
* Filler, inaudible, reading of the text, etc.
* Teacher’s simple Y/N responses are excluded
 |
| Describe Talk | * Which **form of utterance**?
* Which **descriptive child codes** apply?
* **How many words** did the child’s utterance contain?
* **Who controlled the topic** when the child had a turn to speak?
* If the child was answering a question, **was their response accurate**?
 |
| Describe Content | * What are the **global topic(s)**? What is the overall category of talk?
* Which **literacy-related** codes apply? If so, what modifier codes apply?
* Which **meaning-related** codes? If so, what modifier codes apply?
* Is it **behavior-related** talk? If so, what modifier codes apply?
 |
| Special Words | * Did the speaker use any **special terms**?
 |

# Coding Decision Tree

After identifying a single utterance, you will make a series of decisions about which codes apply. The flow chart below shows the series of decisions made to categorize extra-textual utterances. First, identify the timing of the talk. Then, exclude any inaudible or negligible talk. Next, identify the speaker and form of utterance, and apply the additional **speaker modifier** codes. Then code the **General Topic** and **modifier** codes. The rules for applying modifier codes are in the General Topic section of this manual.

Coding List Overview

This is a list of all codes and whether they can be applied to teacher talk, child talk or both.

|  |  |  |  |
| --- | --- | --- | --- |
| Code Names | **Reading** | **Teacher** | **Child** |
| **Timing and Stop Further Coding** |
| Before, During, After | X | X | X |
| Exclude |  | X | X |
| Yes/No  |  | X | X |
| **Form of Utterance** |
| Form of Utterance |  | X | X |
| Repeat/Recast/Extend C Words |  | X |  |
| Minimum Length of Answer a TQ Requires |  | X |  |
| Question Wording |  | X |  |
| Answer to TQ Known |  | X |  |
| **Child Talk Descriptions** |
| Length of Utterance |  |  | X |
| Topic Control |  |  | X |
| Response Accuracy  |  |  | X |
| **Global Topic** |
| Literacy-, Meaning-, or Behavior-related |  | X | X |
| **Literacy Codes** |
| Print Meaning  |  | X | X |
| Author/Illustrator  |  | X | X |
| Book & Print Conventions |  | X | X |
| Letters |  | X | X |
| Words |  | X | X |
| Writing |  | X | X |

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| **Behavior Codes** |
| Redirections & Management  |  | X | X |
| Attention Directing |  | X | X |
| Teacher Praise  |  | X |  |
| **Specific Terms** |
| Sequence or Temporal Terms |  | X | X |
| Compare & Contrast Terms |  | X | X |
| **Meaning Codes** |
| Character Reference  |  | X | X |
| Event Reference  |  | X | X |
| Cognition  |  | X | X |
| Feelings/Emotions |  | X | X |
| Desires/Preferences |  | X | X |
| Judgments/ Perspectives |  | X | X |
| Causal Effects & Problem Solving |  | X | X |
| Predictions/Forecasts |  | X | X |
| Defining Vocabulary |  | X | X |
| Making Connections |  | X | X |
| Background Knowledge |  | X | X |
| Act Out & Pretend Play |  | X | X |



Section 2: Timing and Exclusions

Timing Codes

There are three timing codes that indicate whether an utterance occurred before reading, during text reading (as extra-textual talk), or after reading discussion.

|  |
| --- |
| Before ReadingAny teacher or child talk before the book reading begins.  |
| * Reading/discussing the cover, end pages, copyright page, or title page is before-reading talk.
 | * T: *Today we’re going to read* Kingdom of Friends.
* T: *This book is written by…*
* T: *What do you think this book will be about?*
* T: *Are you ready?*
 |
|  |
| During ReadingAssign this code as soon as the teacher starts reading the first page of the text. |
| * Code all of the subsequent utterances throughout the read-aloud until the last page.
 | * T: *Do you think that was a good idea?*
* C: *No.*
* T: *Look at these letters.*
* C: *He drew her a picture to say sorry.*
 |
|  |
| After ReadingAny teacher or child talk after the last page. |
| * Talk about the end pages, back cover, or any part of the book after the book is closed.
* Book may still be visible or may be near the teacher.
 | * Cs: *The end!*
* T: *Johnny, what was your favorite part?*
* T: *How did you all like that book?*
* C: *I liked it.*
 |

Exclude from Coding

Some utterances contain no codeable content and should be excluded.

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| --- |
| ExcludeUtterances that do not have substantial codes and include inaudible utterances, abandoned utterances, noises, or fillers.  |
| Entirely or mostly inaudible talk  | Transcriptionist indicated inaudible* T: *XXX*

Thought abandoned before codeable content * T: *She…*

Too little content to be codeable* C: *XXX the XXX*
* C: *I am XXX and XXX*
 |
| Yes/no teacher responses | This type of minimal utterance is not likely to relate to child language outcomes. |
| Filler words/manners | * C: *Um[[1]](#footnote-1), Uh1, Er, Ew, Uh-oh*
* C: *Oh, Ooo, Ah, Aww*
* T: *Oh my; Oh my gosh; Oh my goodness*
* C: {Gasp}
* T: *Please.*
* T: *Thank you.*
* T: *Excuse me.*
 |
| Talk in a language other than English | If there are more than 2-3 utterances in Spanish (or another language), notify your supervisor. Highlight any non-English utterances in yellow.  |
| Activities beyond reading | * Do not code teacher/child talk as they move to a new activity beyond book reading conversation, even if the new activity seems somewhat text related.
* Do not code transitions to new classroom areas.
* T: *Now we are going to go outside.*
* T: *Line up if you’re wearing pink.*
* T: *Today’s craft is at the art center…*
* T: *Let’s build a block castle like Petunia did.*
 |

Partial Coding

Some utterances contain little codeable content, but they are different from full exclusions.

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| Yes/NoAny positive or negatively affirming words, including sounds. |
| **Keywords:** Okay, alright, yes, yeah, yup, mmhmm, uh-huh, maybe, no, nuh-uh, oh no, I don’t know, I think so, I don’t think so |
| * If a child says Yes/No, code the three child utterance codes (length, topic control, accuracy).
	+ Yes/no is often an accurate response to teacher questions.
* This code is **mutually exclusive with the Exclude code**; you can only choose one reason not to code.
 | * T: *Is the sky blue?*
* C: *Yup!*
	+ Length: Single word
	+ Topic Control: Teacher control
	+ Response Accuracy: Accurate
* T: *Was it nice when the Archduke stole the yarn?*
* C: *No!*
	+ Length: Single word
	+ Topic Control: Teacher control
	+ Response Accuracy: Accurate
 |
|  |
| Partially InaudibleIncomplete utterances that contain audible meaning-, literacy-, or behavior-related talk. |
| * When an utterance is **partially inaudible** but has codeable content, mark the relevant literacy, meaning, or behavioral codes to the audible parts.
 | * T: *I will read the words, then xxx.*
	+ Form: Comment
	+ General Topic: Literacy
	+ Literacy code: Print Meaning
* T: *What do you want to be when you grow up?*
* C: *I want to be X.*
	+ Form: Comment
	+ Length: Multiple words
	+ Control: Teacher control
	+ Accuracy: Accurate
	+ General Topic: Meaning
	+ Meaning code: Desires/Preferences
 |

 

Section 3: Form of Utterance

Form of Utterance Codes

Mark all codeable utterances in the transcript as either a **comment**, **question**, **directive, or cloze prompt.** These codes are mutually exclusive. The transcriptionist’s **final punctuation** should inform this decision.

|  |
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| CommentDeclarative sentence form.  |
| * These are the **most common utterance form.**
* Declarative sentences that **convey information or make statements**.
	+ They do not demand a response from the listener.
* Comments end in a period or exclamation mark.
* If an utterance does not neatly fit one of these utterance forms, assume it is a comment by default.
 | * T: *I will keep reading now.*
* T: *He is the king of the jungle.*
* T: *She is the main character.*
* T: *Bossy means she always wants to be in charge.*
 |
| * C: *I see a dragon.*
* C: *They have the same pigeon book as us.*
* C: *Her name is Petunia.*
 |

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| DirectiveImperative sentence form that elicits a response or behavior from the listener. |
| * Imperative sentences that **issue orders.**
* They **require a response** (verbal) or action (non-verbal) from the listener
* Directives end with a period or exclamation mark.
* Teachers often use “Let’s” to gently imply a directive.
 | * T: *Sit criss-cross applesauce.*
* T: *Don’t interrupt!*
* T: *Say this word.*
* T: *Show me where you see the words.*
* T: *Make a prediction.*
* T: *Let’s make a prediction.*
 |
| * C: *Give me a turn.*
* C: *Look at his toy.*
* C: *Show me which one.*
* C: *Don’t touch me!*
 |

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| Question Interrogative sentence form that elicits a response from the listener. |
| * Questions **elicit information** from the listener.
* Code **rhetorical questions** (i.e., tag questions) due to rising intonation at end of utterance
* They end with a question mark.
 | * T: *Why are you interrupting again?*
* T: *How do you say this word?*
* T: *That wasn’t very nice, was it?*
 |
| * C: *When do I get a turn?*
* C: *Why doesn’t she just ask him nicely?*
* C: *Which one?*
 |

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| Cloze Prompt Implicit prompt for child/ren to complete a sentence with a word or phrase. |
| * These utterances are marked in the transcript with an **ellipsis** (…).
* This code often includes **rising intonation** prompt at the end of the adult utterance to indicate to the child it is their turn to fill in the missing words.
* The adult can **give a clue** to the word by saying the initial sound or sounds in a word.
* You can still code the teacher’s attempt to use this strategy, regardless of the children’s responses.
 | T: *The king is tall, but the queen is…* (short).T: *On the second day, he ate through two strawberries, but he was still…* (hungry).T: *Petunia is feeling very ang…* (angry).T: *What color is the ball?* C:[No response]T: *It’s r…* (red).T: *What’s that?* C: [No response]T: *It’s a sn…* (snake). |

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| Repeat, Recast, ExtendElaboration 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 **immediately contingent/previous** utterance(s); this includes root words that are carried over from C’s talk
	+ **Partial or full repetitions** of a children’s words/utterance are both coded
* **Recasts** what a child says by providing a more complete/complex grammatical/syntactic model and/or more accurate meaning/semantics. They could be in a question form.
* **Extensions and expansions** add an idea or complexity to the child’s idea. Adult’s extensions can move from literal to inferential topics by explaining the how/why of something the child observed/stated.
* To code this, the teacher:
	+ Must repeat more than just a pronoun or “be” verb
	+ Must do more than simply change a pronoun
	+ Must include more than simply changing a contracted form (to with or without a contraction)
* If the transcriptionist indicated overlapping speech, apply this code as long as the teacher repeats at least one of the child’s words.

When a teacher seems to be repeating a word from an earlier child utterance that was **2+ rows** before, **do not code** because this leads to coding ambiguity.  | Repeat* C: *Can I go to the bathroom?*
* *T: Yes, you can go to the bathroom.*

Repeat part* C: *Look, watermelon!*
* *T: Watermelon.*

Recast as a complete sentence* C: *Car going.*
* *T: Yes, the car is going.*

Recast with the correct term* C: *Bus going.*
* *T: The truck is going.*

Recast to correct grammar* C: *We goed to the park.*
* *T: We went to the park*.

Extend* C: *Doggie eating.*
* *T: The dog is eating because he’s hungry.*

Extend and explain* C: *That’s my letter.*

*T: Yes, that’s the letter P.*  |

Minimum Response Required

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| Single WordQuestions that have a limited set of possible answers, many of which are a single word.  |
| * If a question can be adequately answered with an article and a noun (e.g., The girl), code as Single Word.
* **Do not attend to how many words the child actually produces.**
* Even “difficult” questions can adequately be answered with one word.
 | * T: *What is this?*
* T: *Where’s the title?*
* T: *What’s this letter?*
* T: *What is the character’s name?*
* T: *X, isn't he?*
* T: *X, doesn't it?*
* T: *Oh you do, do you?*
* T: *That’s a big one, huh?*
* T: *You need help? (yes/no)*
* T: *Can you move over?*
* T: *Can you show me the letter B?*
* T: *What do you think we will find?*
* T: *Do you know what a flea is?*
 |

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| Multiple WordsQuestions that have a wider set of possible answers and usually require a multiple-word response.  |
| * These questions require **more than a one word answer.** An acceptable answer requires at least two words or more (not including articles).
* These questions **elicit more elaborate talk from children** and are often nonspecific requests for information.
* Articles (a, the) do not count as Multiple Words.
 | * T: *How do you know?*
* T: *Why \_\_\_?*
* T: *What might have caused that to happen?*
* T: *How did that happen?*
* T: *What do you predict will happen next?*
* T: *What do you think will happen next?*
* T: *What did he mean by that?*
* T: *What does \_\_\_ (word) mean?*
 |

Question Wording

|  |
| --- |
| **Auxiliary Verb Questions** An auxiliary verb is at the beginning or within the question. |
| **Keywords:** Have (Has, Had, Having), Can (Could), Do (Does, Did), Will (Would), all “To Be“ forms (Am, Is, Are, Was, Were, Being, Been, etc.), May, Might, Must, Need, Shall, Should**Possible keyword:** Dare (Dare you…?) |
| * **Auxiliary verbs are helper verbs**. Moving these to the front of a sentence turns it into a question.
* In English, polar interrogatives (yes/no questions) are formed by fronting an auxiliary verb.
* The response to these questions is usually yes/no.
* Auxiliary verbs are **often at the front** of the question (*Will he feel sad?*), **but not always** (*If you take that from Diego, will he be sad?*).
 | * T: *Do you like it?*
* T: *Will he go?*
* T: *Have you been to the jungle before?*
* T: *Can you find the letter B?*
* T: *May I have another?*
* T: *Would you like a turn?*
* T: *If Petunia doesn’t share, will Diego be sad?*
* T: *Do you think they’ll stay mad or be friends again?*
* T: *When the bears come home, do you think they’ll be surprised to see Goldilocks?*
 |
| **Note:** Do not code questions that are missing the auxiliary verb (e.g., *You think he looks cool?*) in this category. |

|  |
| --- |
| **Yes/No Questions** Questions that do not have an auxiliary verb present but can be answered with “yes” or “no.” |
| * This is a slightly **more informal** way of asking a yes/no question than an auxiliary-fronted question.
* Listen for a **rise in intonation** to infer that these utterances are questions.
* Code **tag questions** in this category. Questions tagged onto the end of a declarative sentence are typically rhetorical questions or are seeking a simple affirmation.
* These questions end with a question mark, but they may not demand a response from the listener.
* **Either/or, forced-choice questions** are designed to elicit a simple response so they are also coded as Yes/No Q unless they meet another category:
	+ *Do you want a red or blue crayon?* = Auxiliary Q
	+ *Want a red or blue crayon?* = Yes/No Q
 | * T: *You like it?*
* T: *See it?*
* T: *You’ve been to the jungle before?*
* T: *Remember?*
* T: *You want a turn?*
* T: *Ready?*
 |
| This is a list of most tag Q forms: |
| * *X, hasn't he?*
* *X, didn't he?*
* *X, isn't he?*
* *X, doesn’t it?*
* *X, won't he?*
* *X, shouldn't he?*
* *X, can't he?*
* *X, okay?*
* *X, right?*
* *X, is she?*
 | * *Do X, will you?*
* *Oh, am I?*
* *X, do you?*
* *X, won't you?*
* *X, is it?*
* *X, aren't I?*
* *X, aren't you?*
* *X, shall we?*
* *X, huh?*
* *X, maybe?*
 |

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| Wh- Questions*Wh- basic question* + interrogative sentence form. |
| **Keywords:** Who, what, when, where, which |
| * **Start with or contain** one wh- question word.
* You may code a question that contains a wh- question word in a **position other than the initial position.**
 | * T: *What happened?*
* T: *Where is the setting of this story?*
* T: *Who is this character?*
* T: *Which center are they in?*
* T: *This is a what?*
* T: *You want to see who?*
 |
| **Note:** Do not code “why” questions here - those are coded elsewhere because they tend to elicit a more elaborate response. |
|  |
| Why **Questions** *Why* + interrogative sentence form. |
| * **Must** include the word “why.”
* You may code a question that contains “why” in a **position other than the initial position.**
 | * T: *Why do you think that?*
* T: *She did that why?*
 |
|  |
| **How Questions** *How* + interrogative sentence form. |
| * **Must** include the word “how.”
* You may code a question that contains “how” in a **position other than the initial position.**
 | * T: *How does this compare to \_\_\_?*
* T: *How do you know?*
* T: *How many does she have?*
* T: *She was feeling how?*
 |
| **Note:** Lead Coders should consider whether their school(s) or project(s) are interested in separately coding different levels of how questions. For example, literal-level questions (e.g. how many), procedural-level questions (e.g., how do you build a castle?), and inferential-level questions (e.g., how do you think it made him feel?) |
|  |
| Turn-Taking **Questions**When a question does not fit the above wording categories and gives a child a turn to speak. |
| This is a very narrow code for when a teacher question is giving the floor to the child to speak and the wording does not fit other categories.  | * T: *Yes, Ladacia?*
* T: *Felicia?*
 |
| **Note 1:** Although the question “Huh?” is mostly used to request a speaker to repeat their message, this vague talk should be excluded at an early step of coding.**Note 2:** If a teacher includes a child’s name within a question that fits another category, do not mark Turn-Taking (e.g., *Mason, do you like to play with planes? =* Auxiliary-fronted; *What, Felicia?*  = Wh-). |

Answer Known

|  |
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| Real QuestionsReal questions seek unknown information that the teacher does not already know. |
| * **Information-seeking questions presume** the questioner does not have the information (i.e., child is being asked to provide real/unknown/necessary information the adult does not have).
* This could relate to children’s feelings, preferences, desires, opinions or other cognitive things one cannot know about another person without asking.
* Some **common topics** that require a real question are making a connection to child’s own life; predicting what will happen next; and asking about a child’s own cognition, feelings, or desires.
 | * T: *What is your favorite color/part?*
* T: *What do you think?*
* T: *How do you want to do it?*
* T: *How was school today?*
* T: *Where would you like to go?*
* T: *Which one is most like you?*
* T: *Do you think he should forgive her?*
 |
| **Note:** The word “think” or other cognitive terms may indicate a real or test question. Coders must use their judgment to determine if seeking child’s opinion, perspective, feelings, etc. as real, unknown information. |

|  |
| --- |
| Test QuestionsKnown questions are testing the child’s knowledge or understanding of a topic.  |
| * **Known-information or test questions** have a **known correct answer** or parameters in which correct answers should fall.
* The purpose is to **evaluate the child’s response accuracy**. This is a way of asking children to display knowledge.
* Known questions CAN have more than one correct answer, but the acceptable answers or parameters in which correct answers should fall is known by the teacher in advance.
* These questions are of interest because they position the **teacher as the primary knower.**
 | * T: *What color is that?*
* T: *Do you think this is make-believe?*
* T: *How did he do it?*
* T: *How was Petunia’s day at school?*
* T: *Where did he go to write her the* T: *note?*
* T: *Which character is bossy?*
* T: *What are you supposed to be doing?*
* T: *How many crayons does he have?*
 |
| **Note:** The word “think” or other cognitive terms may indicate a test question. Coders must use their judgment to determine if the teacher is seeking child’s understanding and comprehension of the explicit text events. (Do you think this is front cover? Do you think Petunia is sad?) |



Section 4: Child Codes

Length of Utterance

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| **Single Word**These child utterances include codeable words and generally contain a single word.  |
| * Single-word utterances reflect a simple meaning because they **contain only one word** or **a word + an article**. Articles are *a, an, the.*
* Code single **letter names**, letter sounds, or spellings of a word.
* Code when children **repeat a word**.
* **Rote counting** is a single word because it is an overly routinized behavior.
* If a child produces a single word utterance but makes **self-correction**in a single row, code.
* It is a single word when child **stutters** or has a **false start.**
* **Compound words** are a single word.
 | * C: *The dragon. =* Article + word
* C: */b/* = Letter sound
* C: *Look, look. =* Same word repeated
* C: *1, 2, 3, 4, 5…*
* C: *Dinosaur… Dragon =* Correction
* C: *Ed-Ed-Edwina.*
* C: *Backpack*
 |
| **Note:** The filler words excluded in section 1 remain excluded and are not coded as single word (i.e., excluded talk). However, the yes/no code for children can be coded after teacher questions. |
|  |
| Multiple WordsThese child utterances include two novel words or more. |
| * Multiword utterances contain **2+ novel words.**
* Code p**artially inaudible talk with at least two understandable words**.
* **Singing songs** is always multiword.
* Many **simple phrases** can be multiword.
* **Common word pairs** are multiword if spelled as two words.
* Although adding an article to a noun is not sufficient for multiword, **adding conjunctions or prepositions before a noun** is sufficient.
 | * C: *There’s a lot of letters in this book.*
* C: *Bossypants is a silly name.*
* C: *Mean bossypants.*
* C: *I know there’s a lot of letters in this book because I know my ABCs.*
* C: *Most days.*
* C: *All night.*
* C: *Ice cream!*
* C: *Can’t see.*
 |

Topic Control

|  |
| --- |
| **Child Control**When a child controls the conversational topic or shifts the conversation to a new topic.  |
| * **Err on the side of assuming child control if the child introduces a somewhat new topic or subtopics.** The child simply repeating one or more of the teacher’s words is not sufficient to deem it teacher-controlled.
* When a **child introduces a new topic** into the conversation, it may turn the conversation to an **entirely different idea** or simply a **different subtopic**.
* You must judge who **controlled/elicited children**’s **personal connections.**
	+ Consider the **immediately preceding** utterance to determine if a child’s row is introducing a new topicor continuing a recent/previous topic.
* **If there is overlapping speech**, make a judgment based on the **immediately contingent** utterance and any other utterances before the overlapping speech.
* Any time a **child asks a question,** this is a request that controls the conversation.
* When a **child is given the floor to speak freely**, the child’s response is considered a child-controlled topic because they chose how to respond.
* Code when children **spontaneously repeating a word/phrase from the text** without teacher prompting.
* When a child introduces a new topic, you may continue coding a series of utterances as child control.
* When a child **continues a conversational topic introduced by another child**, this continues the child-controlled series of utterances.
 | New topic * T: *I see lots of letters on this page.*
* C: *Look, I see a tiger’s tail there!*

New topic and personal connection* T: *That giraffe is funny looking.*
* C: *I saw zebras at the zoo.*

Shift from illustration to connection* T: *That giraffe is tall.*
* C: *I saw giraffes at the zoo once.*

Child asks a question in response to the text* R: *Petunia sulked off to the library.*
* C: *What does sulked mean?*

Child asks a general question* T: *So that’s why he’s mad at Petunia.*
* C: *Is she mad too?*

Child given permission to speak* T: *Yes, Jamora?*
* C: *I like the library.*

Child repeats part of the text* R: *Blub, blub, blub.*
* C: *Blub, blub, blub.*

A child continues another child’s topic* R: *The last bowl of porridge was just right.*
* C1: *She shouldn’t eat that.*
* C2: *Yeah, it’s yucky.*
* C3: *Porridge?*
 |

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| Teacher ControlChild speaking rows are in the teacher’s control when the child’s idea unit continues a topic presented by the teacher or responds to a teacher question. |
| * Any time the teacher asks a **question, uses a cloze technique**, or **gives a directive,** the subsequent child response is **teacher-controlled** talk.
	+ When a teacher asks a question and multiple children volunteer to answer**, all subsequent child responses on this topic are teacher-controlled.**
* When a child utterance **continues the teacher’s earlier topic**, this is a teacher-controlled conversation.
* Consider the immediately preceding row of talk to determine if a child’s row is introducing a **continuing a recent/previous topic** or introducing a new topic.
* Children can be given the floor to speak and still **continue the earlier teacher-controlled topic** even when given the freedom to continue or shift the topic.
 | Child responds to teacher’s question* T: *Jamora, why is she sulking and sad?*
* C: *Because they had a fight.*

Child response to cloze prompt* T: *Now they’ll call it Kingdom of Fr…*
* C: *Friends!*

Both C rows are teacher-controlled because they are answering the question* T: *What do you think he’s doing?*
* C1: *He’s staying away from Petunia.*

C2: *No, he’s making her a card.** *T: There’s a lot of letters in this book.*
* C: *And letters make words!*
* Child continues teacher’s description
* T: *That giraffe is spotted/tall.*
* C: *Tall as the clouds.*

Child continues and elaborates on teacher’s idea* T: *So that’s why he’s mad at Petunia.*
* C: *And because she sent him to the timeout chair.*
 |
| **Note:** Most conversation within the book-reading context is teacher-controlled, whereas studies show children control conversations in settings such as play or recess. |

Response Accuracy

When the teacher asks a question, the coder must decide if the child’s response was accurate, inaccurate, or if there was no response.

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| AccurateFully correct or acceptable response to a teacher question. Acceptable responses are less precise but still satisfactory.  |
| * Only code response accuracy after teacher questions.
	+ Child responses that do not follow a teacher question are coded N/A because the teacher did not elicit the child utterance.
* Give this code when the response **fully and appropriately answers the question**, or is **appropriately related** to the question
	+ Let **the teacher’s acceptance or rejection** most heavily guide your decision of whether the child’s response is accurate, even if the transcriptionist indicated inaudible.
	+ If teacher does not give a positive or negative reaction, do allow common childlike ideas to be acceptable (e.g., referring to a woman as a girl).
* A satisfactory answer can be in the form of a nonverbal response (e.g., head nod), but **do not infer accuracy** unless noted by transcriptionist.
* Acceptable answers can include **imprecise or extraneous information** added to an otherwise acceptable answer.
* **“Yes” or “no”** are fully accurate responses to certain types of questions.
* **Ignore grammatical errors** because appropriateness of the content is more important than grammar, syntax, or vocabulary,
* If multiple children respond to the question within a series of contingent utterances, you can **mark** **up to two child responses** for accuracy.
 | Fully accurate* T: *What is this?* [points to plane]
* C: *A plane.*

Imprecise, but teacher responds positively* T: *What does imagination mean?*
* C*: Imagination is when you think of something in your mind.*
* T: *That’s right*

Acceptable, but imprecise* T: *What is this?* [points to plane]
* C: *A flying thing.*
* T: *What is this?* [points to chimp]
* C: *A monkey.*
* T: *Yes. We call that kind a chimpanzee.*

Acceptable with extraneous ideas* T: *How are planes and helicopters different?*
* C: *One is big and one is not, and Spiderman is big.*

Multiple correct responses* T: *How are planes and helicopters different?*
* C: *One is big.*
* C: *One has wings.*
 |

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| --- |
| InaccurateCompletely inaccurate or ambiguous response to a teacher question. |
| * Only code response accuracy after **teacher questions**.
	+ Child responses that do not follow a teacher question are coded N/A because the teacher did not elicit the child utterance.
* This code is given when the child’s response is:
	+ related to the question but is **wrong, irrelevant,** or **unclear**
		- **only tangentially associated** to the topic of the question
		- is a refusal to answer/does not respond,
		- **shows no understanding** or processing of the question
		- the child says **“I don’t know,” “um,”** or **“uh”**
		- **unclear** because answer is partially/fully inaudible
		- **a**ssociated, but **irrelevant** to the question
* For prediction questions, if a child’s response is very implausible/totally illogical, it can be marked as inaccurate
 | Inaccurate* T: *What is this?* [points to plane]
* C: *A car.*

Related, but inaccurate* T: *What is this?* [points to airplane]
* C: *For going to see Grandma.*

Unrelated response* T: *What’s in his backpack?* [shows tickets]
* C: *Ruff.*

Does not seem to understand the question* T: *What do you see?*
* C: *See.*

Inaccurate based on teacher’s response* T: *What is this?* [points to chimp]
* C: *That’s a monkey.*
* T: *No, it’s a chimpanzee*
 |
|  |
| No Response When students fail to respond or don’t have an opportunity to respond to a question. |
| * When the teacher asks children a **tag question or rhetorical question**, there is often no opportunity for students to respond
* When a child does not respond quickly, the teacher may infer the child does not know the answer and move on to another child, or ask the question in a different way
 | * T: *We don’t fight like that, right?*
* C:[no opportunity to respond]
* T: *We use our words instead of kicking things.*
* T: *What do you think, Mason?*
* T: *Is she being nice?*
* C:[No response]
* T: *Ronan, is she being nice?*
 |
|  |
| Not ApplicableWhen a child utterance does not follow a teacher question, the response accuracy is not applicable.  |
| * Code child utterances following a teacher comment/directive
* Code **spontaneous** child comments or questions
* When the child is controlling the conversation, this is N/A because there is not a question to respond to.
* Don’t code child response accuracy to Turn-Taking questions.
 | * T: *This is silly.*
* C: *Bossypants is silly.*
* C: *What does* curious *mean?*
* R:I don’t care, Queen Bossypants!
* C: *Bossypants is a silly word!*
* T: *Yes, Jill?*
* C: *I like rainbows and princesses.*
 |

General Topic

Section 5: General Topic

You may use the larger conversation context to guide your decision of the general topic. You must pick one dominant topic for each utterance. Guidelines for identifying the general topic are that, if keywords are present, **keywords trump context** using this hierarchy**:**

* If a keyword for behavior and a keyword for literacy/meaning are present, code for literacy or meaning as the general topic because **literacy or meaning trumps behavior**.
* If a keyword for literacy and a keyword for meaning are present in the same utterance, choose the dominant general category by looking at the **context of the conversation**
	+ If it is unclear what the dominant general topic is, “break the tie” by coding for meaning because **meaning-related talk occurs more often than literacy-related.**
	+ If no keywords are present, **consider the context of the conversation** to determine a general topic code.

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| LiteracyUtterances that address the topic of literacy exclusively or predominantly. |
| Exclusively literacy-related* T: *The author writes the words.*
	+ General Topic: Literacy
	+ Literacy modifiers: Author/Illustrator, Writing
* T: *This is a speech bubble.*
	+ General Topic: Literacy
	+ Literacy modifiers: n/a
 | Predominantly literacy-related, but with behavior-related content* T: *Mason, what’s the first letter in the word* pigeon?
	+ General Topic: Literacy
	+ Literacy modifier: Letters
	+ Behavior modifier: Attention-Directing
 |
|  |
| BehaviorUtterances that address the topic of behavior exclusively. |
| Exclusively behavior-related* T: *Sit criss-cross applesauce.*
	+ General Topic: Behavior
	+ Behavior modifiers: Redirections & Management
 | Predominantly meaning-related, but with behavior-related content* T: *Did you see her kick the castle?*
	+ General Topic: Meaning
	+ Meaning modifier: Event Reference
	+ Behavior modifiers: Attention-Directing
 |
| MeaningUtterances that address the topic of comprehending the text exclusively or predominantly. |
| Exclusively meaning-related* T: *Reginald is frustrated because no one will listen to him.*
	+ General Topic: Meaning
	+ Meaning modifiers: Character Reference, Feelings/Emotions, Causal Effects & Problem Solving
* C: That’s a dragon.
	+ General Topic: Meaning
	+ Meaning modifiers: n/a
 | Predominantly meaning-related, but with literacy-related content* T: *He wrote her an apology note.*
	+ General Topic: Meaning
	+ Meaning modifier: Event Reference
	+ Literacy modifiers: Writing
 |

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Section 6: Literacy Codes

Literacy-Related Codes

There are literacy-related codes to apply to teacher and child talk. Many literacy codes include keywords. When these words are used, apply these codes.

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| Print MeaningTalk about the function of print as a meaningful symbol, including the metacognitive process of thinking about how/why we read. |
| **Keywords:** “read,” “read” + function of print in carrying meaning; “read” + why we read**Possible keyword:** book |
| * Talking about how **print carries meaning** (that is distinct from pictures) – must reference printed words/text.
* **Things you do** when you read – the act of reading (see note)
* **Why** we read books
* Talk about **desires or preferences** for reading
 | * T: *They’re reading together.*
* T: *First you have to choose a book to read.*
* T: *What is the first thing I do when I want to read a story?*
* T: *I have to read the words to understand the story.*
 |
| * C: *Have we read this before?*
* C: *This poster says READ.*
* C: *We’ve never read this before.*
 |
| **Note:** This differs from the Book & Print Conventions code because it is more abstract (i.e., – WHY we read vs. HOW we read).  |
|  |
| Author/IllustratorTalk that names the author/illustrator or discusses the role of the author/illustrator. |
| **Keywords:** author, illustrator, write/writing/wrote, draw/drawing/drew |
| * **Naming** the author or illustrator (must be more than simply reading the names
* Discussing the **role of the author or illustrator** – the author writes the words; the illustrator draws the pictures
 | * T: *Who writes the words?*
* C: *The author!*
* T: *Mo Willems wrote this book.*
* T: *A man named Matt Dye drew the pictures.*
* C: The illustrator writes the pictures.
 |

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| --- |
| Book & Print ConventionsTalk about how to use books, book parts, or rules and conventions that English print requires.  |
| **Keywords:** Title, title page, page, cover, spine, end pages, dedication page; turn the page; “read” + top/bottom, left/right; genre, narrative/fiction, informational/nonfiction; right-side up, upside-down |
| * Talk about **parts of the book**
* Talk about how to **manipulate a book** correctly
* Talk about the **directionality** of print in English
* Talk about the **beginning, middle and end** parts of the book
* Naming the **title** or explaining the title is like a name of book
* Naming the **genre** of the book[[2]](#footnote-2)
* Referring to how **books have words and pictures**
* If the utterance is NOT a reading line, **the full title** should receive this code.
 | * T: *The end.*
* T: *What is this part of the book called?*
* T: *Did you know that books have a strong cover to keep the pages inside?*
* T: *This title of this book is XX*.
* T: *I have to read this story from front to back.*
 |
| * C: *You skipped a page.*
* C: *Can I help turn the page?*
* C: *The spine.*
 |

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| LettersTalk about letter names, letter sounds, alphabetical order, or letter features. |
| **Keywords:** letters, uppercase, lowercase, letter sound, starts with + letter name |
| * **Naming** letters
* Describing **sounds** letters make.
	+ This includes talk about single letter sounds (e.g., /m/, /l/), digraphs (e.g., sh, ch, th, wh), or blends (e.g., br, fl, st)
* Spelling a word with a **string of letters**
 | * T: *This word starts with the letter “C.”*
* T: *Which letter on this page says /t/?*
* T: *Is that an uppercase T?*
* T: */B/ /st/ for “best friend.”*
* T: *What is this letter?*
 |
| * C: *That’s Penelope’s letter too.*
* C: *Books have letters in them.*
* C: *I have that letter in my name.*
* C: *My name starts with a “P,” too!*
 |
| **Note:** An utterance that says /sss/ to describe the sound a snake makes (The snake says /sss/) is not sufficient for the letters code. It must be explicit in discussing the letter sound (This letter says /sss/). |

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| --- |
| WordsTalk that identifies whole words in print or models writing of words. |
| **Key phrases:** this says + point to word; rhyming words |
| * Distinguishing words from letters
* **Counting words** in a sentence or title
* Identifying **sight words** or **high-frequency words**
* **Referencing print,** including verbal statements about words in print or nonverbal print tracking
* Asking children to come up and **read a word**
* Discussing the **length of a word**
* Discussing **sounds in words**[[3]](#footnote-3)
	+ Identifying **rhyming words** or **alliterative words** that sound similar or different
	+ Discussing **how many syllables, phonemes, etc.** are in a word
 | * T: *Let’s count how many words are in the title.*
* T: *There are no words on this page, only pictures.*
* T: *This is the word “tadpoles.”*
* T: *Her little speech bubble says…*
* T: *What’s this one say?*
* T: *This says, “Roar.”*
* T: *Listen for the rhyming words.*
* T: *How many syllables are in this word?*
 |
| * C: *That’s a big word.*
* C: *Those words sound the same.*
* C: *They have three parts in their name.*
* C: *That rhymes!*
 |

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| --- |
| WritingTalk about how to write, invented spelling, and modeled writing.  |
| **Keywords:** write/writing/wrote, writing center  |
| * Explaining **invented spelling**
* **Writing any words** during the session because it models how words are made.
* Identifying that a **character is writing**
 | * T: *That’s kindergarten writing.*
* T: *Look at what Diego wrote.*
* T: *The writing center is right here.*
* T: *Let’s write the word friend. First I write F.*
 |
| * C: *I can write like that.*
* C: *He’s writing.*
* C: *Writes the words.*
 |
| **Note:** Talking about how the characters drew a picture is not coded here. |



Section 7: Behavior Codes

Behavior-Related Codes

These codes relate to managing behavior and orienting children’s attention to the book reading. All the codes here can co-occur; however, to select Behavior as the general topic means the entire utterance is behavior-related.

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| Redirections/ManagementTalk focused on managing children’s behavior. |
| **Common phrases:** Shhh, be quiet, stop, don’t do X; sit down, sit in your spot, sit criss-cross applesauce, move; wait, wait your turn, it’s his turn; raise your hand |
| * **Proactive talk** to help children orient their attention and manage their behavior appropriately
* Giving **instructions** or discussing **rules**
* **Procedural reminders**/explanations (e.g., granting permission to go to the restroom)
* Explanations of **why/how children should behave**
* Any **bribes, rewards**, **threats, punishments**
* **Reactive talk** to redirect children’s attention or behavior.
* Extreme **negativity, shaming,** or **sarcasm,** or teacher uses a frustrated/harsh tone
* Child utterances that are **behavior-focused**
* Children’s **complaining** is coded here
* Overt **non-compliance**
* Extreme **misbehavior**: wailing, yelling, hitting, biting, kicking
 | Proactive talk* T: *Remember to raise your hand if you want to speak.*

Behavioral reminder* T: *Sit down with your legs crossed.*

Bribes or punishments* T: *I am looking for boys and girls who are sitting nicely because they’ll get stickers.*
* T: *Go sit in the thinking chair.*

Reactive talk* T: *Be quiet!*

Extreme shaming* T: *You all are so embarrassing.*
 |
| Child’s behavior-focused utterance* C: *Can you move over so I can see?*

Non-compliance* C: *I don’t want to.*

Complaint* C: *It’s not fair.*
 |
| **Note:** If coders cannot determine if an utterance is behavioral- or meaning-related because it may be off-topic/off-task or may relate tangentially, do not code redirections/management (mark comment, length, topic control only).  |

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| Attention-DirectingTalk that focuses students’ or the teacher’s attention on the book or non-instructional topics. |
| **Keywords:** Look, see, watch, show me, listen, ready, pay attention, focus, hey, eyes on me |
| * Any time the teacher tries to **direct the students’ attention towards the book** or the discussion around the book.
* Teacher utterances that include teaching content (meaning- or literacy-related) may include keywords/phrases to help children **orient their attention** to the task/book
* Using the **child’s name or class** nickname to gain their attention
* When a child makes a **bid for attention** or raises their hand to speak
* Utterances that use **attention words to praise a child can co-occur** with the attention code
* Child **bids for the teacher’s attention** **or another student’s attention**
* Child **noticing something** in illustrations or environment and uses a keyword
 | * T: *Look up here.*
* T: *Let’s see.*
* T: *What do you think, friends?*
* T: *Can you see?*
* T: *You see it?*
* T: *Pay attention.*
* T: *Listen as I read the book.*
* T: *1,2,3 eyes on me*
* T: *Luke.*
* T: *Luke, what do you think?*
 |
| * C: *Ms. Johnson.*
* C: *Noah!*
* C: *Look at that!*
* C: *See it?*
* C: *I can’t see.*
 |
| **Note:** Do not use this code when a teacher uses the phrase “look” to compare two things: *Wow. He does look like the chimpanzee.* |

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| Teacher Praise Any talk that praises students. |
| **Common phrases:** Good! That’s right! Great/good job! Fantastic! Nice work! |
| * Praise that relates to a **child’s response or thinking**.
* **General praise** that could apply to anything.
* If you are not sure whether an utterance is affirming behavior or something else, mark this code.
 | * T: *That’s right!*
* T: *Good job*
* T: *You got it, Mason!*
* T: *That was a smart thing to say.*
 |
| **Note:** If the praise is affirming behavior (e.g., *I like how you’re sitting)*, do not mark this code. |



Section 8: Specific Terms

Specific Terms

There are meaning-focused codes that consider specific terms teachers make. These codes can co-occur with any general topic.

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| Sequence/TemporalInvolves explicit discussions of when events occurred in a sequence or references to time. |
| **Keywords sequential order:** first, second, third, next, last, begin (beginning), middle, end, , last, after, earlier, before, final (finally) **Keywords time:** day (yesterday, today, Monday and all variations), tomorrow, time (meantime, sometime), minute, second (as in 60 seconds), morning, daytime, evening, nighttime |
| * Referenceto **time and temporal ordering**
	+ These are tools of good writers/storytellers and are abstract to young children
* Reference to a **sequence/temporal ordering of events** within or across pages
* Reference to the **timing or duration of events**
	+ References to time can include specifically **telling time or using a calendar**, or more general orientations in time
* Do not code temporal language that is behavior-related or speed in relation to time.
 | * T: *First they did \_\_\_, then they \_\_\_.*
* T: *At last, she’s ready to listen to his ideas.*
* T: *In the beginning he was okay with her leading the play, but now…*
* T: *The end!*
* T: *After that blow up they needed some time apart.*
* T: *Let’s read it for a second time.*
* T: *This is the first one/last one.*
* T: *It’s nighttime, so she’s home.*
* T: *We have a new book today.*
 |
| * C: *They will be friends again tomorrow.*
* C: *How many times is she going to do that?*
* C: *The end.*
 |

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| Compare/ContrastExplicit references to comparison or identification of patterns at any literal or inferential levels.  |
| **Keywords:** like, likewise, similar, same, different, difference, opposites, contrast, compare/comparison, alike, not alike**Possible keyword:** but (when used as conjunction to introduce an explicit comparison with something previously stated) |
| * Reference to **similarities and differences**
* **Matching similar objects,** including matching pictured objects in illustration
* May include **similes and metaphors** if they use comparative terms
* May identify **comparison of mental states** or inferential topics
* **Categorization** may seek to build background knowledge
	+ This does not include classifying objects into groups/categories unless comparative terms are used.
 | * T: *See, this one is different.*
* T: *These shapes are the same color, but they are not the same type.*
* T: *All of these animals are bears, even though they’re different kinds.*
* T: *She erupted like a fiery volcano.*
 |
| * C: *That’s the same as my name.*
* C: *She’s acting like the queen.*
* C: *Those words have the same sound.*
 |

Meaning-Related Codes

Section 9: Meaning Codes

We use the term “meaning-focused” to include talk that helps the readers/listeners understand and make meaning from the text.

|  |
| --- |
| Character ReferenceReferences to character names as proper nouns.  |
| * Discussion referring to **character’s names as proper nouns**
* Questions designed to **elicit the character’s name**
 | * T: *Edwina baked cookies for everyone.*
* T: *Who is this/she?*
 |
| * C: *Is that Petunia?*
* C: *Reginald is right about dinosaurs.*
 |

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| --- |
| Event ReferenceCaptures literal information and refers to overt character behaviors, states of physical objects, or explicitly stated state of events.  |
| **Keywords:** smile, frown, pout, cry, laugh, play, run, dress up, sit, kick, walk away, build, read, sing, swing, draw, yell, point, eat, hug, stop, look, open, unfold, said sorry, talk, race**Possible keywords:** try, effort, attempt  |
| * An event (verb) is required
	+ The phrasing “s/he said” or “s/he told” is not sufficient to mark this code because characters may be speaking about non-perceptual level content
* Discussion referring to **character’s physical states** explicitly stated
* Discussion of character’s **physiological states** are not always overt, but we will code them here
* **Recalling events/information** that was explicitly stated in text on pages that were already read
* Extratextual talk that refers to literal **perceptual events** that were explicitly stated in text or other inferential level talk
* Teacher **restates or paraphrases** a literal/perceptual text event, but does not include non-perceptual talk (mental states or talk that goes beyond text to infer)
* Overt behaviors coded here are the **stimulus event or final effect/outcome** within a causal chain of events
 | * T: *Diego he went to the writing center.*
* T: *She told him to go to timeout.*
* T: *He gave her this note.*
* T: *What happened?*
* T: *Where is he?*
* T: *He is hungry!*
 |
| * C: *Why is he wearing that?*
* C: *What are they doing?*
* C: *They were playing family and dragons.*
 |

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| CognitionIndicates explicit reference to cognitive processes. |
| **Keywords:** learn, think, know, believe, make believe, plan, pretend, doubt, marvel, remember, recall, forget, guess, dream, visualize, imagine, understand, figure it out, have in mind, change mind, realize, consider, come up with, decide, decision, pick (meaning choice), choice, choose**False belief keywords:** really, real, reality, in fact, actual, actually, truth, truly, false, wrong, incorrect**Possible keywords:** try, figure out, find out, surprise, wonder |
| * Naming or describing **character/self/others’ cognition**
* Frequent inferences about **characters’ cognition** pertain to their mental processes as signaled by keywords
* Using keywords to describe **teachers/students own thinking** is also coded here
* Two keywords (surprise and wonder) can represent cognitive processes *or* emotions. An active process of wondering shown in the **verb form** is Cognition.
* This code is given even if the **cognitive term was explicitly stated in the text** because of the presence of mental state language
* This excludes formulaic responses like “I don’t know” and “I (don’t) think so.”
 | * T: *Do you know what his name is?*
* T: *What do you think?*
* T: *I can’t believe she did that!*
* T: *Let’s consider what we know so far.*
* T: *Who has an idea?*
* T: *Do you remember what the character’s name is?*
* T: *I wonder if they’re going to make up.*
* T: *Petunia thinks he is still angry, but he’s actually feeling ok.*
 |
| * C: *I know what he’s doing.*
* C: *I know why she’s telling him what to do.*
* C: *I think he’s getting angry.*
* C: *I can’t figure out why she did that.*
 |
|  |
| Desires/PreferencesInvolves wishing or wanting something, or expressing a greater liking for one alternative over another. |
| **Keywords:** dislike, don’t like, love, fond, keen, enjoy, want, prefer, favorite, hate, can’t stand, hope, wish**Possible keyword:** like (when meaning preference), need (when communicating a desire) |
| * Inferring **characters’, self, and others’** desires and preferences
* Includes identifying the **character’s intent** (action performed intentionally versus involuntarily)
* Code regardless of whether the desire term was **inferred or explicitly stated** in the text
* Some words **indicate modulations of assertions** to signal differing preferences (e.g., maybe), but are not standalone keywords
 | * T: *What do dragons love?*
* T: *Do you think they both want to make the plans?*
* T: *I bet you hate being bossed around.*
* T: *This is your favorite book, isn’t it?*
* T: *Do* *you want me to read this part again?*
* T: *Mr. Fish likes pouting.*
* T: *I need you to pay attention.*
 |
| * C: *She said she doesn’t like me.*
* C: *My favorite part was when they became friends again.*
* C: *I love tacos, too!*
* C: *I like the bluuuuub page.*
 |

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| Feelings/EmotionsCaptures feeling/emotions such as sad, happy, angry or other variations. |
| **Keywords:** Feel(s)/feeling(s), emotion(s), happy, joyful, serene, calm, relaxed, ecstatic, glad, gleeful, proud, confident; sad, grumpy, pensive, serious, sad, solemn, grieving, depressed, lonely, discouraged, disappointed; fear, worried, apprehensive, scared, afraid, frightened, terrified, anxious, concerned, shy, self-conscious, embarrassed; angry, annoyed, stressed, overwhelmed, frustrated, upset, irritated, mad, furious, crabby, contempt, hatred, aggressive, jealous; anticipation, disappointed, interested, vigilant, optimistic; surprised, excited, startled, dazed, confused, awe; disgusted, bored, apathetic, loathing, remorseful, sorry; trusting, admiration, accepted, secure, loved, thankful, forgiven, miss. **Vague emotion keywords:** moody, in a good/bad mood, bad tempered, being difficult, not feeling yourself, “getting tired of,” had enough, fed up |
| * Naming or describing **emotional or affective states** of self/others/characters
* This code is marked regardless of whether the emotional state was inferred or whether it was explicitly stated in the text because of the presence of mental state language.
* Code all **basic emotions**, **more/less intense emotions**, **combination emotions** (contempt), and **vague emotional references** (good mood).
 | * T: *Look at how happy they are here.*
* T: *Why do you think Diego is sad?*
* T: *How does Petunia feel?*
* T: *I think he’s getting a little annoyed.*
* T: *Petunia was very angry, huh?*
* T: *I am confused about why she would knock their castle down.*
* T: *I’m worried we won’t be able to finish the book.*
 |
| * C: *How sad!*
* C: *I get tired of my sister being bossy too.*
* C: *Look they’re happy!*
* C: *Now she’s lonely.*
* C: *She feels like a volcano.*
 |
| **Note:** Some combination emotions could be coded as Feelings/Emotions or Desires/Preferences, such as “love.” |

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| Judgments/PerspectivesIncludes opinions, attitudes, and assertions that express character/self/other’s judgments about the quality of something, traits/identity of someone or other attitudes about stimulus/state |
| **Identity keywords:** Mean/nice, boss/bossy/bossing, compliant, fair/unfair, fun/boring, beautiful/ugly, brave/timid, “scaredy cat,” egotistic, impulsive, obedient, risky, bossy, agreeable, cool (i.e., trendy), amazing, awesome, friendly, fancy, intelligent, smart, stupid, creative, faithful, dis/honest, loving, nurturing, important, inferior, respectful, powerful, successful; bully**Quality** **keywords:** Acceptable, inadequate, good/bad/okay, best/worst, perfect/wonderful, horrible, terrible, disaster, should, “supposed to,” must**Persuasion keywords:** Agree/disagree, doesn’t make sense, argue, reject, accept, contend, claim, submit**Possible keywords:** Try, effort, attempt when reference sufficient/good attempts; kind (i.e., caring), “looks like” when making a comparison, “sounds like” |
| * Reflects **differences in human perception** because people hold different attitudes, opinions, and tolerances
* Discussion or statement that **passes judgment on someone/something** includes rather common judgments such as morality and more complex judgments like beauty, intelligence, etc.
* References to character/self/other's **different perspectives, or comparing perspectives** between teachers and students or between two students
* Differing social judgments may lead to **persuasion and attempts** to change opinions
* Some words indicate **modulations of assertions** to signal differing perspectives (might, maybe, perhaps, possibly, probably, could be, must, certainly, sure, guess, suppose), but are not standalone keywords; coders must decide within the context whether a judgment was present
* **Excludes literal/perceptual** talk about things that you can see, hear, smell, taste, touch (e.g., big, small).
 | * T: *You should…*
* T: *Ew, blood is yucky!*
* T: *This sort of thing can be hard.*
* T: *That was the best castle they’d ever made.*
* T: *You think she’s pretty?*
* T: *This is a good dragon!*
* T: *She is bossy.*
* T: *This is an awesome book.*
* T: *Petunia didn’t try very hard to be nice at the beginning of our story.*
 |
| * C: *They’re friends.*
* C: *They’re boyfriend/girlfriend.*
* C: *He’s nice*
* C: *Petunia is very bossy.*
* C: *They look like they’re having a lot of fun!*
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| Causal Effects & Problem SolvingThese are inferences on a causal chain between the current, explicit action/event/state and previous text information. Causal effects reference antecedents or consequences/effects of text events or physical states/objects. |
| **Causal keywords:** because, ‘cause/cuz, why, since, cause, effect, reason, if-then, if/then (on their own if used in a causal manner) **Possible keywords**: make happen, how, when-then, so (i.e., therefore) |
| * These inferences can identify can **explain relations between states or events** that occur close together or more distant events in the text.
* References to **mental causality** identify or explain antecedents and consequences of mental states
* This includes asking for/explaining the how/why of things including cause/effect. **Causes** are the reason or antecedent/justification for an event. **Effects** are direct or indirect outcomes/consequences.
* Asks for or **explains conditions** under which certain outcomes do occur (*If – then; when – then*)
* Going beyond an initial inference to **explain the justification/reasoning** behind an inference (*why an emotion was inferred; why my judgment is correct*)
 | * T: *The blocks fell down because she kicked them.*
* T: *If you tell someone they cannot come to your birthday, you’re trying to hurt them.*
* T: *When you call someone a name, then you can get in trouble.*
* T: *Since she was mean to him, he doesn’t want to play with her.*
* T: *She’s wearing a crown, so she’s the queen.*
* T: *Diego didn’t want to be called a scaredy cat because he wanted to save the kingdom.*
* T: *Why do you think she’s so angry?*
* T: *What problem are they having?*
 |
| * C: *She said that if I play with her, then she will be my friend*
* C: *She was bossy, so he’s not her friend anymore.*
 |
| **Note:** “So” as comparison refers to using as a modifier, like “Petunia was so mad.” This form of “so” would not receive a problem solving code. |
| **Problem solving keywords:** solve, solution, problem, challenge, trouble, dilemma, conundrum, work out (i.e., solve), resolve, attempt, fix, mend, repair**Possible keywords:** try |
| * Discussion to **identify a problem or solution**
* Describe **obstacles or problems** faced by character/self/others
* Discussing ways characters might **solve problems or reach goals**
* Some words indicate **modulations of assertions** to signal different ways to solve problems (might, maybe, perhaps, possibly, probably, could be, must, certainly, sure, guess, suppose), but are not standalone keywords; coders must decide within the context problem solving or causal effects are the topic
 | * T: *The problem is that…*
* T: *How can they solve this problem?*
* T: *They could try…*
* T: *They can’t go through the tunnel because…*
* T: *Maybe he is trying to fix it*
* T: *Maybe he is trying to say sorry.*
* T: *Did you and your friend ever repair your relationship?*
 |
| * C: *I think he can save the kingdom.*
* C: *I think they’re going to fix it.*
* C: *Her dad helped her solve the problem.*
 |

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| Predictions/ForecastInferences on a forecasted causal chain into the future, such as predicting new plans for the character or asking what event will happen next. |
| **Keywords/phrases:** expect, anticipate, will happen next, could happen next**Possible phrases:** I think \_\_\_ will \_\_\_, might see \_\_, might have \_\_\_ |
| * Predictions **identify or explain expected causal chains** in future events or plans of characters.
* Some predictive utterances go beyond making a prediction to explain the **rationale for a predictive inference**
* For teacher comments/declarative statements to be coded as prediction, they **must include explicit statement of what they will be looking for**
* If a teacher **revisits a prediction by confirming or revising** an earlier hypothesis, mark this code; however, vague confirmations/praise are not coded here
* Predicting **often occurs before reading** (or during a picture walk/text preview) if the teacher models or encourages predicting subsequent story events
* If a teacher poses a prediction question, code **all subsequent answers to that question** as prediction.
* The phrase “going to/gonna” is not sufficient to use this code. To code this phrase, it requires “going to” + specific prediction or “let’s see” + specific reference
 | * T: *Looking at the cover, what do you think this book will be about?*
* T: *I expect her to apologize to Diego.*
* T: *I think Petunia will say sorry.*
* T: *What will happen if you do that sort of thing at our block center?*
* T: *What will happen next?*
* T: *Do you think that will work?*
* T: *I wonder what will happen…*
* T: *What will we find?*
* T: *I think it will fall apart if it gets wet.*
* T: *What will happen next if…?*
* T: *Why don’t you think that will work?*
* T: *Let’s keep reading to find out if our predictions were right.*
 |
| * C: *Let’s see what happens.*
* C: *I think they’re going to fix it.*
 |

Elaborate and Build Knowledge Codes

Teachers use some meaning-related codes to elaborate on the text in ways that increase understanding or language. These codes are marked with an asterisk (\*) because they are more flexible in that a series of utterances within an episode/conversation can all receive the code even if a keyword is not present.

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| \*Define VocabularyIncludes asking for or providing a word’s definition or elaborates on word meaning. The focal vocabulary word does not have to be repeated in every utterance to receive this code. |
| **Key phrases:** What does that word mean? The word \_\_\_ means…, “amazing words,” “wondrous words,” “word wizards,” academic vocabulary |
| * **Defining a word/phrase meaning,** typically using a child-friendly definition.
* Defining a character/object as **belonging to a higher category**
* Discussing the **function or purpose of an object** is coded here.
* **Vocabulary elaborations contextualize the focal word**, but still provide rich informationabout the word’s **meaning or contexts** in which it is used
* Using **examples/non-examples** to elaborate on a vocabulary word’s meaning is a vocabulary elaboration
* Clarifying a more specific/precise name for something supports **vocabulary precision**
* Referencing other **dialects or languages** can be used to support vocabulary development
* Use context to infer whether a vague teacher question is referencing a vocabulary definition or a simpler descriptive request
 | * T: *What does \_\_\_ mean?*
* T: *What do you think it means to call someone “Bossypants”?*
* T: *Do you know what* ascend *means?*
* T: Curious *means you want to learn and figure things out.*
* T: *A wing is what a bird or bug uses to fly.*
* T: *Some other enormous things are elephants, skyscrapers, and whales.*
* T: *This is a square. It has 4 sides that are all the same length.*
* T: *King is “rey” en Espanol.*
 |
| * C: *What does that word mean?*
* C: *Imagination is like when you use your mind to dream of something.*
* C: *I think that means that she’s mad.*
 |

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| \*Making Connections: Involves modeling the implicit link or explicit comparison between text and personal experiences. |
| **Key phrases:** Have you ever…?, Remember when we…?, This is like when we…., This reminds me of my/our….**Possible keywords:** Last night, yesterday, tomorrow, later, might, plan to, remember when, do you recall? |
| * Link to **children’s or teacher’s personal experiences/events** in the past, present, or future.
* Expresses **possibility for future events** of teacher/children (which is distinct from predictions about future text events because personal in nature)
* This code includes **connections to other books**, **media, or cultural products** that are directly experienced by the teacher or children
* This code includes connections to the **classroom/school’s theme/unit of study** in past/present/future
* Hypothetical statements are not coded.
* When a making connection episode begins, **you may code several utterances** as making a connection even though that standalone utterance would not be coded.
 | * T: *Have you ever run in a race?*
* T: *Who’s seen this pigeon book before?*
* T: *Does anyone have a bike like this?*
* T: *This reminds me of the other book we read about penguins.*
* T: *We’ll see pumpkins when we go to the farm on our field trip.*
* T: *Remember when we studied \_\_\_? This is like \_\_\_.*
 |
| * C: *I have a dragon at home like that one.*
* C: *They’re sitting crisscross applesauce like us.*
* C: *My friend gets mad at me like Petunia.*
* C: *I’ve built block castles too.*
 |

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| \*Building KnowledgeThis code involves building background information and facts. |
| **Key phrase:** What do you know about…? |
| * Providing or requesting **background information/facts** beyond that in text and that include scientific, historic or other objective facts (not judgments).
* **References factual information** that goes beyond what is explicitly stated in the text
* Building knowledge **references need not be tightly linked to the text**
* Discussing **dialect/translations** always references background knowledge about language.
* This code can include references to general factual talk that is impersonal, but goes beyond the text to build background knowledge.
 | * T: *We will study dragons and knights in our upcoming folktale unit.*
* T: *What do you know about volcanoes?*
* T: *I bet you already know a lot about knights. Tell me about knights.*
 |
| * C:*Volcanoes are very hot. They explode.*
* C:*Knights wear silver, shiny armor.*
* C: 2+2 is 4.
 |

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| \*Act Out/Pretend PlayPromotes dramatization of the book or other pretend role-play.  |
| **Keywords/phrases:** Let’s pretend…, Let’s imagine…, Make believe, dramatic play |
| * **Pretend to act out scenes of a book**
* **Acting out vocabulary words** in the text or referenced
* Pretend to speak for or **play the part of character** or another person
* Explicit reference to using character voice + speaking as if **imitating another**
	+ Do not code reading in a dramatic voice; only extra-textual talk can be considered
* Suggesting how a **character would somehow interact with the children**
* Talking about **events in the text that are make-believe or pretend play**
* Code **talking generally about pretending**, imagination, etc. because the keyword is being used
* The teacher must elicit or encourage an explicit behavior.
	+ This code is used **regardless of the children’s responses.**
	+ If children spontaneously dramatize/pretend this alone is not sufficient to code
* Once the role play/perspective taking begins, **code all playful talk** drawing on imaginary topics.
 | * T: *Flap your arms like this butterfly flaps its wings.*
* T: *Let’s imagine we’re pilots like this man and pull the throttle back. Pull it waaay back!*
* T: *Imagine you’re a brave knight. Hold up your sword and get ready for battle!*
* T: *Say hello to Diego and Petunia again.*
 |
| * C: *They are pretending to be knights and dragons.*
* C: *I’m pouting like Mr. Fish.*
* C: *She’s pretending!*
* C: *She could pretend to be a princess.*
 |

1. When a child responds “Um” or “Uh” to a teacher question, do not exclude the utterance. Code as a comment and assign other codes (single word, teacher control, inaccurate). [↑](#footnote-ref-1)
2. Lead Coders should consider whether their school(s) or project(s) are interested in separately coding talk about Informational Text Features because non-fiction texts are a priority. For example, a unique code can be created for references to informational text features such as table of contents, glossary, index, headings, figures/diagrams/etc. [↑](#footnote-ref-2)
3. Lead Coders should consider whether their school(s) or project(s) are interested in separately coding talk about Sounds of Words or talk that supports children’s phonological awareness. This can be separated to a unique code in future coding. In the current coding scheme, it was lumped within the Words code due to relatively low occurrence in reading contexts that did not utilize rhyming texts or texts with salient sound words. [↑](#footnote-ref-3)