

Answer key

CHILD TALK + CONTINUATIONS

Form of Utterance Codes CHILD TALK	Definition and keywords	Frequency counts			Total
		BEFORE	DURING	AFTER	
Child Comment	<u>Definition:</u> Child declarative sentence form used to convey information or imperative sentence used to request action from the listener.	15	66	7	88
Child Questions	<u>Definition:</u> Child interrogative sentence form designed to elicit a response from the listener. – <i>Why doesn't Diego get a turn?</i> <u>Keywords:</u> <i>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</i>	4	6	1	11
TEACHER TALK Triggered by Child Talk					
Repeat/Recast/Extend	<u>Definition:</u> 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.	3	8	1	12

TEACHER QUESTIONS

Form of Utterance Codes TEACHER TALK	Definition and keywords	Frequency Counts			Total
		BEFORE	DURING	AFTER	
Auxiliary-Fronted Yes/No Question	<u>Definition:</u> 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. – <i>Do you see that? / When they were playing, was she being nice?</i> <u>Keywords/Auxiliary verbs:</u> Have, Has, Had, Having, Can, Could, Do, Does, Did, Will, Would, Is, Are, Was, Were, Being, Been, May, Might, Must, Need, Shall, Should	0	8	1	9
Yes/No Question	<u>Definition:</u> A question that can be answered with yes/no question response but does NOT have an auxiliary verb at beginning – <i>See that?</i> May also include tag questions (rhetorical questions) – <i>She's bossy, huh?</i>	3	12	1	16
Basic Wh- Question	<u>Definition:</u> Who, what, when, where, which (but not why) + interrogative sentence form/question – <i>What happened?</i>	1	1	0	2
Why Question	<u>Definition:</u> Why + interrogative sentence form/question – <i>Why are they mad?</i>	0	0	0	0
How Question	<u>Definition:</u> How + interrogative sentence form/question – <i>How did they build the tower so high?</i>	0	0	0	0
Turn-Taking Question	<u>Definition:</u> 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 (<i>Yes, Felicia?</i>)	0	0	0	0

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			Total
		BEFORE	DURING	AFTER	
Redirection/ Reminders	<u>Definition:</u> Positive and negative behavior management related talk (redirection and reminders) <u>Key phrases:</u> <i>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!)</i>	5	32	1	38

Literacy Codes TEACHER TALK	Definition and Common Phrases	Frequency Counts			Total
		BEFORE	DURING	AFTER	
Book and Print Conventions	<u>Definition:</u> Talks about how to use books, book parts or rules and conventions that English print requires. <u>Keywords/phrases:</u> <i>Title, title page, page, cover, spine, end pages, dedication page, turn page, left/ right, top/bottom, "this is called" + title of book, genre</i>	1	1	2	4
Letters/Words/Writing	<u>Definition:</u> 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 <u>Keywords:</u> <i>Letters, uppercase, lowercase, letter sound, starts with + letter name, rhyming word, write, writing center</i>	2	1	0	3

Meaning Codes TEACHER TALK	Definition and Common Phrases	Frequency Counts			Total
		BEFORE	DURING	AFTER	
Character References	<u>Definition:</u> Names specific characters with proper noun. <u>Keywords:</u> Proper nouns that name characters in text (e.g. Petunia, Diego)	0	30	0	3
Cognition	<u>Definition:</u> Indicates cognitive processes in the brain. <u>Keywords:</u> <i>Think, know, believe, make believe, remember/remind, pretend, idea, plan, find out, learn, understand, imagine/imagination, wonder, guess, decide/decision, choose/chose/choice, pick</i>	1	7	1	9
Feelings/Emotions	<u>Definition:</u> Captures feeling/emotions. <u>Common keywords:</u> <i>Mad, sad, happy, angry, sorry, miss, scared</i>	1	1	0	2
Define/Elaborate on Vocabulary	<u>Definition:</u> Asks for or providing a word's definition, or elaborating on word meaning. <u>Key phrases:</u> <i>"What does ___ mean?"; "The word ___ means ..."</i>	2	0	0	2
Act Out/Pretend	<u>Definition:</u> Promotes dramatization of the book or other pretend role-play. <u>Key phrases:</u> <i>"Let's pretend..."; "Let's imagine..."; make believe, (dramatic) play</i>	0	3	0	3

Other Observations TEACHER TALK	Author/Illustrator reference	Making Predictions	Making Connections	Background Knowledge	Causal Reasoning/ Problem Solving	Judgments/Opinions	Desires/ Preferences
Check modifiers if 1+ utterances	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>authors write words, illustrators draw pictures</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>"What will happen...?"; "Guess what's next?"; "I expect..."</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>"Remember when we..."; "Reminds me of our..."</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>"What do you know about...?"</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>because, why?, since/so, problem, solve, trouble</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>mean/nice, bossy, fair, smart, friendly, bully, agree, good/bad</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>like, dislike, want, hate, decide, favorite</i>