

Answer key

CHILD TALK + CONTINUATIONS

Form of Utterance Codes CHILD TALK	Definition and keywords	Frequency counts			Total
		BEFORE	DURING	AFTER	
<b>Child Comment</b>	<u>Definition:</u> Child declarative sentence form used to convey information or imperative sentence used to request action from the listener.	15	6	9	<b>30</b>
<b>Child Questions</b>	<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>	0	1	0	<b>1</b>
<b>TEACHER TALK Triggered by Child Talk</b>					
<b>Repeat/Recast/Extend</b>	<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.	6	4	7	<b>17</b>

TEACHER QUESTIONS

Form of Utterance Codes TEACHER TALK	Definition and keywords	Frequency Counts			Total
		BEFORE	DURING	AFTER	
<b>Auxiliary-Fronted Yes/No Question</b>	<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	2	12	4	<b>18</b>
<b>Yes/No Question</b>	<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>	1	14	9	<b>24</b>
<b>Basic Wh- Question</b>	<u>Definition:</u> Who, what, when, where, which (but not why) + interrogative sentence form/question – <i>What happened?</i>	17	13	12	<b>42</b>
<b>Why Question</b>	<u>Definition:</u> Why + interrogative sentence form/question – <i>Why are they mad?</i>	0	4	0	<b>4</b>
<b>How Question</b>	<u>Definition:</u> How + interrogative sentence form/question – <i>How did they build the tower so high?</i>	0	1	0	<b>1</b>
<b>Turn-Taking Question</b>	<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> )	2	0	0	<b>2</b>

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	
<b>Redirection/ Reminders</b>	<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>	14	11	4	29

Literacy Codes TEACHER TALK	Definition and Common Phrases	Frequency Counts			Total
		BEFORE	DURING	AFTER	
<b>Book and Print Conventions</b>	<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>	16	1	3	20
<b>Letters/Words/Writing</b>	<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>	3	1	0	4

Meaning Codes TEACHER TALK	Definition and Common Phrases	Frequency Counts			Total
		BEFORE	DURING	AFTER	
<b>Character References</b>	<u>Definition:</u> Names specific characters with proper noun. <u>Keywords:</u> Proper nouns that name characters in text (e.g. Petunia, Diego)	0	4	0	4
<b>Cognition</b>	<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>	2	29	7	38
<b>Feelings/Emotions</b>	<u>Definition:</u> Captures feeling/emotions. <u>Common keywords:</u> <i>Mad, sad, happy, angry, sorry, miss, scared</i>	0	21	1	22
<b>Define/Elaborate on Vocabulary</b>	<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>	0	3	1	4
<b>Act Out/Pretend</b>	<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	4	0	4

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 type="checkbox"/> Yes <input checked="" 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>