

Glossary and Notation

Category	Code-as-You-Go Notation	Description
Authentic Question	AQ	A question where the person asking does not know the answer or is genuinely interested in knowing how others will answer (i.e., the answer is not prespecified). Almost all student questions are authentic. An authentic question usually allows for a range of responses and generates several responses.
Uptake	UT	A follow-up question about something that someone else said previously. Uptake is often marked by the use of pronouns (e.g., “How did <u>it</u> work?” “What causes <u>this</u> ?” “What city grew out of <u>this</u> ?”).
Generalization/Analysis	GA	Student talk that shows evidence of high-level thinking in the form of <i>generalization</i> (building up ideas, tying things together, “what’s the point”) or <i>analysis</i> (breaking down ideas, “how or why”).
Speculation	SP	Student talk that shows evidence of high-level thinking in the form of <i>speculation</i> (considering other possibilities, hypothesizing, “what if”).
Elaborated Explanation	EE	<p>Thinking that is explained in fairly detailed form to others. Elaborated explanations occur in a single turn where a student explains how they arrived at a conclusion by giving a step-by-step description or detailed account of how a conclusion was reached or how a problem might be resolved. These are elaborated descriptions of how things work, why some things are the way they are, or how they should be thought about. These include details of how to think about an issue and justification or rationale for thinking that way.</p> <p>Turns in which elaborated explanations occur are typically somewhat longer and more coherent than the average student turn, and contain at least one or more reasoning words (<i>because/’cause/cos, if, so, I think, agree/disagree, would, could, maybe/might/may be, like, but, how, why</i>).</p> <p>As the phrase <i>elaborated explanations</i> suggests, students make some kind of claim and provide either two reasons to support it or one reason and evidence in support of the reason (e.g., “I agree with Joseph because he keeps annoying them by saying shut up and I think he is trying to just get them to let him play because they wouldn’t let him play because he didn’t have his glove”).</p>
Affective Response	AR	Students make connections between the text and their feelings or their life (i.e., text-to-self) (e.g., “I felt . . .,” “When I was little, I . . .”).
Intertextual Response	IT	Students make connections between the text and other literary or nonliterary works, other works of art, or media, such as billboards, television, newspapers or magazines (i.e., text-to-text) (e.g., <i>In that other book we read . . .</i>).
Shared-Knowledge Response	SK	Students make connections between current discussion and previous discussion the students have had, previous topics they have talked about, or previous knowledge they have shared (i.e., discuss-to-discuss) (e.g., “This reminds me of last week when we talked . . .”).

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Reference to Text	RtT	Students refer to the text in order to bolster an argument or opinion.
Exploratory Talk	ET	<p>A kind of “co-reasoning,” where students (sometimes with the teacher) <i>over several turns</i> share knowledge, evaluate evidence, and consider options in a reasonable and equitable way. In essence, it is a way of using language to “chew on an idea,” to think collectively, to “interthink.” A key feature of exploratory talk is students giving reasons for their ideas or opinions. Hence, exploratory talk typically contains lots of reasoning words (<i>because/cause/cos, if, so, I think, agree/disagree, would, could, maybe/might/may be, like, but, how, why</i>).</p> <p>E.g.,</p> <p>Joanna: Angelique, why do you think she wants to be a kid? Invitation to speak</p> <p>Angelique: Because she likes to swim and she likes to be around a lot of kids. Reasons</p> <p>Tamika: And she likes playing a lot, with the kids and stuff? Reasons</p> <p>Angelique: Yes. Reasons</p> <p>Joshua: And I agree because if she wasn't swimming she'd probably be sitting back rocking chair. She's having a lot of fun, some fun like [the] children. Reasons</p> <p>Joanna: I think the same thing as Angelique was saying that she'd probably like to be a kid again, and um, probably she had a good life because she did a lot of stuff and you know how we,um, how we are now . . . Reasons</p> <p>(several turns deleted)</p> <p>Brian: I disagree. I disagree with Angelique. . . Cos my grandma, she cleans up the house, she goes swimming and everything else, but I don't think she'd like to be a kid again. Challenge with reason</p> <p>Angelique: Brian, that's different, but she still probably wants to be a kid again, this Grandma in the story. Challenge</p> <p>Brian: If I was that age, I wouldn't want to be a kid again because I'd have to go through all that, getting my license again, getting more money to get the house, then I've got to go get a job again, and everything over and over. Alternative idea</p> <p>Angelique: But that's probably what she wanted to do. It doesn't mean trying to be a kid again. Challenge</p>