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CRC Annotation Manual

Coding for Questioning the Author (QtA) features:

QtA Queries and Discussion moves

(OER 09/10 RS)

by

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INTRODUCTION

This manual outlines the procedures for the coding of Questioning the Author "Queries" and "Discussion Moves" in classroom transcripts from "The impact of negotiation for meaning on reading comprehension among Singapore primary students" (SOG) project (OER29/08RS) [1] and the "Comprehending Reading Comprehension" (CRC) project (OER09/10RS) [2].

Questioning the Author (QtA) is an approach to reading comprehension instruction developed by Beck & McKeown (Beck & McKeown, 2002; Beck, McKeown, Sandora, Kucan & Worthy, 1996; McKeown & Beck, 1993). This approach focuses on "the importance of students' active efforts to build meaning from what they read and the need for students to grapple with ideas in a text" (Beck & McKeown, 2006, p. 8).

PURPOSE OF QTA

According to Beck, McKeown, Sandora, Kucan & Worthy (1996), QtA was developed to facilitate building understanding of text ideas. In this approach, the goal of building understanding is supported through the use of "Queries" and "Discussion Moves". To build understanding is "not the same as extracting information from the page. It involves actively figuring out what information we need to pay attention to and connecting it to other information" (Beck & McKeown, 2006, p.28).

In a QtA lesson, discussion takes place in the course of reading the text so that the students can learn how to build meaning from a text together with the teacher and with each other. Through the use of the QtA queries and discussion moves, teachers prompt discussion, encouraging students to interact with text meanings and ideas. A variety of

other discoursal moves are also used throughout the lesson: QtA is a broad strategy for reading instruction, not a rigid structure for all teacher-initiated exchanges. Therefore, our analysis is based on query and discussion move types of QtA, but it also called for coding other discoursal moves which emerge from the data.

DEVELOPMENT OF CODING SCHEME

Two transcripts were initially used for training: SOG_Full_S9_EXP1_T68_L1_T and SOG_Full_S9_EXP1_T67_L1_T. These transcripts were coded collaboratively by the project PI and two Research Associates (co-authors of this manual). Based on the coding, samples from the transcript were used to identify typical or problematic examples. The typical examples are included in the 'Coding categories and definitions' section. Problematic cases which might cause coders difficulty are presented in the 'Difficulties in annotation' section of this manual.

PURPOSE OF THIS MANUAL

Our coding scheme, based on Beck & McKeown (2006), specifically searches classroom transcripts for QtA queries and discussion moves. A number of other features that seemed to be important for understanding the classroom discourse have also been added. The latter are derived out of multiple readings of the data and consultation with the research team.

First we describe the QtA features we use for coding (main and sub types), providing the purpose of each according to Beck & McKeown (2006) with an example from our data. Subsequently, we describe other features of the coding scheme.

Distinction between queries and traditional questions

A crucial feature of QtA is the distinction between queries and traditional questions. These are summarized in Table 1.

Table 1 Distinction between Queries and Questions (Beck & McKeown, 2006, p. 35)

Queries	Questions
• assist students in dealing with, and grasping, text ideas as they encounter them • facilitate group discussion about an author's ideas and encourage student-to-student and student-to-teacher interactions which work toward text comprehension • used in the course of an initial reading	• assess students' understanding of text information • focus on teacher-to-student interactions which usually generate individual responses that teacher can evaluate • typically used before or after reading

In our scheme, we code for QtA queries rather than all teacher/student questions. This requires analyzing the teacher talk for purpose within the discourse, as best we can understand it from the lesson context.

Types of queries

There are two types of Queries: Initiating queries and Follow-up queries.

1. **Initiating queries** launch discussion and awaken students to the notion that an author is putting forth ideas.
2. **Follow-up queries** keep discussion moving along the most productive lines and help students elaborate and integrate ideas.

Types of discussion moves

Distinct from Queries, Discussion Moves are "actions that teachers take to help orchestrate students' participation and the development of ideas" (Beck & McKeown, 2006, p.92). There are six types of Discussion Moves. We code for the following types:

1. Marking: responding to students' comments in a way that draws attention to

certain ideas and signaling that an idea is of particular importance to the discussion.

2. Turning back

    (a) to text: when a student has clearly misread or misinterpreted something in the text and needs to be re-directed towards something in the text.

    (b) to students: to support students' building on what they say in service of developing a coherent representation of the text.

3. Revoicing: interpreting what students are struggling to express and rephrasing the ideas so that they can become part of the discussion.

4. Recapping: summarising major ideas that students have developed so far, when they have grasped the essential meaning and are ready to move on in the text.

5. Modeling: "making public" some of the processes in which experts or mature thinkers engage.

6. Annotating: providing information to fill in gaps during a discussion

CODING CATEGORIES, PURPOSES AND EXAMPLES

In this manual, the author's ideas can be presented in either word or visual form. When coding for Queries, author's ideas or message can refer to words/text and pictures/images in the text.

QUERIES

1. Initiating Query

a) **Make public author's ideas** - Make public a message or ideas presented by author; draw attention to important ideas

Examples from Beck & McKeown (2006, p.42):

- What is the author trying to say here?
- What do you think the author wants us to know?
- What is the author talking about?
- What's the important message in this section?

Examples from our data:

- So can you tell me, what do you see here? (T refer to picture included in text)
- Now, why do you think the author chose this title? What do you think the author wants you to understand from this book?
- What's that all about? What do you think this is all about?

<div align="right">(SOG_Full_S9_EXP1_T68_L1_T)</div>

b) **Presence of author** – Remind students that those ideas were written by an author

Example from Beck & McKeown (2006): Nil

Examples from our data:

- So the title. It's an ant's life, my story of life in the nest. Look at this title, tell me, who is the author? Who do you think is going to tell us the story?
- So who do you think is the author? Who's telling the story?
- Remember we discuss the author earlier, some said it's an ant, some said it's an author, so who is this "I"?
- Earlier in the lesson we were discussing who the author is so what do you think, who is the author?

<div align="right">(SOG_Full_S9_EXP1_T68_L1_T)</div>

2. **Follow-up Query**

a) **Author's meaning or reasons** – Encourage students to consider ideas behind author's words; Help students figure out author's reasons for including certain information

Examples from Beck & McKeown (2006, p.47):

- So what does the author mean right here?
- That's what the author said, but what did the author mean?
- Does the author tell us why?
- Why do you think the author tells us that now?

Examples from our data:

- So, why, what is the author trying to say? How does it fit? So what does it mean?

<div align="right">(SOG_Full_S9_EXP1_T68_L1_T)</div>

- Now, if you're the author, why do you think you choose this title?

b) **Linking ideas –** Help students connect ideas from different parts of the text

Examples from Beck & McKeown (2006, p.47):

- Does that make sense with what the author told us before?
- How does that fit in with what the author told us?

Examples from our data:

- Does that make sense with what the author told us before? In the paragraph above, does it link, does it make sense?
- Ah, okay. Now, how does this bit fit in with what the author has told us earlier? Now earlier we talked about, what did we talk about? The earlier slide, what did we talk about? What the earlier slide about, you know the page with text?
- Okay, so how is this part (points on screen) connected? What did we talk about earlier?
- Let me show you the picture. Okay, look at all this stuff. Look at all this stuff. What is the connection among all these things on this page?

Discussion Moves

1. **Marking** - Responding to students comments in a way that draws attention to certain ideas, especially when important ideas addresses major understanding and discussion continues to pursue the ideas discussed i.e. discussion did not end

Example from Beck & McKeown (2006, p.92):

S: It says *deceit*. Umm, that's lying, so it means a lie broke up their friendship Grace
T: Oh, that's interesting. Jamie said that there was some lying going on and that caused a rift in their friendship

Examples from our data:

- Ah, so she says it links, there's a connection because in the first paragraph it says but like all ants I like to stay busy and then in the second paragraph it says all ants work very hard, okay, we love it, so there's a connection.
- Okay, we know that ants love to work and stay busy and then now you tell me that these ants, soldier ants do this, guard nest and other ants, worker ants keep it clean, foragers look for food, so are they all doing the same kind of work?

- Little bites. Okay, so to chew something, to bite off, you say it's a little bit different and he says it's to take little bites.
- Brilliant, marvellous class. You got the handout, and the first thing you read, you read the title and then it says by Steve Parker, and so Steve Parker is?

<div align="right">(SOG_Full_S9_EXP1_T68_L1_T)</div>

2. **a) Turning back to text** - When a student has clearly misread or misinterpreted something in the text and need to be redirected toward something stated in the text; When students are having difficulty grasping a major idea in a text segment

Example from Beck & McKeown (2006, p.93):

> S: It doesn't say he was happy but you can figure it out 'cause if there was a car it would be fun.
> T: Does the author tell us if he is happy?
> A student checked the text and read: I spent many happy hours at this thrilling sport.

Examples from our data:

- Can someone tell me what's the main idea here? Of this bit. Is it the ant wants to go out and look for food and eat the food?
- Where does it tell you?
- Information about insects. Okay. What does this page look like to you?
- Right. Then what is this part here?
- Look at this sentence. It's on your handout, can you look at it as I read it? But I'm on the list to be a forager so I can go out. Can't wait! How does the ant feel about being a forager?
- So Steve Parker is the author but going back, all that 'I' in the text, that 'I' refers to who?

<div align="center">SOG_Full_S9_EXP1_T68_L1_T</div>

i) **Agreement –** Where teacher provides opportunities to other student(s) to agree or disagree with ideas in the text

Example from Beck & McKeown (2006): Nil

Example from our data:

TBA

b) Turning back to students (can be addressed to a student or to whole class) - To support students' building on what they say in service of developing a coherent representation of the text; when students' contributions do not fully respond to the issue at hand, to get students to expand/ elaborate on his response; to encourage students to connect their ideas with those of other students; when responding to students' responses that attend to vocabulary

Example from Beck & McKeown (2006, p.95):

> Ricky responded, "The girl, she was not thought of much."
> Teacher: "What does that mean, 'She was not thought of much'?".

Examples from our data:

- Ants have three body, three body parts, what do you mean by that?
- To talk to each other. How do ants talk?
- Sorry? An ant is going to tell us the story. Why do you say that?
- About an ant's life, okay. What aspect, what about the ant's life?
- Anybody else? Do you think it's an ant?
- They work. Okay, anything else?
- They use their feelers to communicate with each other. What's to communicate?
- Send signals, what's a signal?
- Oh she says some groups go foraging and others protect the nest. Those are big words, what's foraging? Anybody knows? Anybody can help me?
- Oh because when he goes out to look for food, he can explore the world. So you think he likes an adventure. What's an adventure?

<div align="right">(SOG_Full_S9_EXP1_T68_L1_T)</div>

    i)   **Agreement –** Where teacher provides opportunities to other student(s) to agree or disagree with ideas presented by other student(s)

Example from Beck & McKeown (2006): Nil

Examples from our data:

- But like all ants I like to stay busy. Do you agree with him?
- He wants to try out different jobs. Do you agree with her?
- How many of you think it's written by a human being?
- Do you think so?

<div align="right">(SOG_Full_S9_EXP1_T68_L1_T)</div>

3. **Revoicing** - Interpreting what students are struggling to say and rephrasing the ideas so that they can become part of the discussion

   This category can be coded only when there is sufficient information in the transcript that students are having difficulty in expressing their idea. When teacher seems to be 'repeating' utterances which are unclear, these will not be marked as revoicing but as 'turning back to students'

Example from Beck & McKeown (2006, p.96):

The student commented, "Work was really dirty and stuff in the factories, and so people wanted to pass laws for health and safety and no children."
The student had the key ideas but the comment was not phrased very clearly. So the teacher revoiced: "So, you're pointing out that the working conditions could be unsafe or unhealthy, and that people wanted laws made so that conditions were better, and also they didn't want children working in factories."

Examples from our data:

Student: Depend on a machine that can understand Ant language
Teacher: Your friend here says that they invented a machine so you can understand all about ants.

(SOG_Full_S9_EXP1_T68_L1_T)

Student: Look for food.
Teacher: The ants that look for food?

(SOG_Full_S9_EXP1_T67_L1_T)

4. **Recapping** - When teacher is consolidating students' ideas or responses; Signals to students that it is time to move on to a new or different point in the text and serves to remind them of where they left off

   This can take the form of a question or a statement.

Examples from Beck & McKeown (2006, p.97):

- T: <u>So now we know</u> that Washington gave the French leader's message to the governor that they didn't plan to leave Pennsylvania. And then together we figured out that Washington counted the canoes at the fort and made the drawing so he could give the governor information about plans the French had and maybe how strong their forces were. <u>Good work, class!</u>

- T: <u>Now that we've figured out</u> that Granny is trying to tell Dewey that she wants to get off the boat, <u>let's see</u> what he's going to do about it.

Examples from our data:

- Creatures with six legs are insects? So the ladybird eats the insects, the aphids?
- A kind of information. So if I send you a signal, I'm sending you a kind of information?
- Raise up your hand is a signal?
- Collect food! Someone who, when you go foraging, you go collect food? Is that so?
- The 'I' in the text, according to your friend refers to an ant because it says but like all ants I like to stay busy. This 'I' being an ant. Then somebody says ants have no magical powers, meaning it cannot write or it cannot dance.
- No? So the author just wants you to understand what they do most of the time and most of the time they work?
- Okay, so you are telling me what their jobs are. Soldiers guard the nest, workers keep things neat and clean and foragers look for food, so these are their jobs.
- For the ants, okay, so food comes from outside for the ants, that's what you think the author wants you to know. Okay.

(SOG_Full_S9_EXP1_T68_L1_T)

5. **Modeling** - To communicate teacher's affective responses to text; to demonstrate how one may work through confusing portions of text by calling attention to text that is not clear which is also an opportunity to reinforce QtA's emphasis on the fallible author; to reinforce the teacher's role as a collaborator in constructing meaning
This category does not include a teacher's affective response to student(s)' response(s) or to the discussion as a whole.

Examples from Beck & McKeown (2006, p.99):

- T: I love how she says she went to the store for macaroni and cheese, rice, and tomatoes and came back with a dog! <u>As soon as I read that</u>, I knew I'd like this book!

- T: <u>What I was thinking as we read</u> that is it sounded as if the principal was making excuses for the boys. I mean, he's telling the teacher that "Yeah, they're just used to open spaces that they've heard the howl of coyotes at night." So it sounded like even though the principal knew he had to punish these two boys, he really couldn't blame them too much.

Example from our data: TBA

6. **Annotating** - When teacher needs to provide information to fill in gaps during a discussion; To step into the discussion and keep it going by providing necessary information that students cannot generate or discover on their own

Example from Beck & McKeown (2006, p.100):

The text provided little information about the new Constitution, saying simply, "The Constitution was finally finished. Now it was up to the states to ratify, or approve, it. Ratify means approve. If nine states ratified the Constitution, it would become law"
So the teacher annotated by adding information to the discussion that was important if students were to construct a deeper understanding of what made this new constitutional law so important.
T: What happened in this new Constitution? This is not all in the book, but I want you to understand what actually happened. In the new Constitution, three-fourths of the states have to approve for something to change. But in the old Articles of Confederation, the way these rules were written up, all states had to agree. Look at the contrast. In the old Articles of Federation, the old rules of the game to running our government, all the states had to agree before there would be a change. With the new Constitution's rules, three fourths of the states would have to say yeah, yeah. Tell me about the contrast. Tell me what would happen.

Example from our data:

Ok let me tell you. Actually the book is written by Steve Parker. He is the real author but when you read the story, you have all those I I I I I, right? That is not Steve Parker. That is the ant. The I in the story is the ant. But the author of the book is Steve Parker.

(SOG_Full_S9_EXP1_T67_L1_T)

Other Categories – Brief explanation of how these are derived - TBA
On top of the QtA queries and discussion moves, we also code for other discoursal features of discussion. These moves are not part of the QtA framework but they occur regularly in the classroom discourse as part of managing a discussion .... **(TBA)** They are crucial and need to be accounted for. By including these categories, we aim to represent what happens in the interactions as completely as possible.

1. Initiate discussion - To start off a discussion, typically at the beginning of lesson

Examples from our data:

- Same few people, anybody else?
- Before we move on, are there any words you have encountered and you think it's important and you want to discuss?

<div align="right">(SOG_Full_S9_EXP1_T68_L1_T)</div>

2. Accessing schema - To elicit students' prior knowledge to facilitate discussion of topic. This category tends to be at the start of a discussion of a certain topic. It usually tends to come after a 'initiate discussion' category.

Examples from our data:

- Ants! Okay, you see ants. Tell me, um, it's a picture of two ants, what do you know about ants? Can anybody tell me?
- They take nectar from aphids. Okay, interesting, where did you learn that from?
- An ant is an insect, okay. Anything else?
- Okay great, anything else?

<div align="right">(SOG_Full_S9_EXP1_T68_L1_T)</div>

3. Build schema - TBA

Example from our data: TBA

ANNOTATION PROCEDURES

NVIVO project created for the purpose of the analysis of QtA features includes the aforementioned coding categories (Figure 1): Screen shot

General Annotation Procedures:

1) Read the whole transcript carefully to understand the context of the lesson.
2) Code as completely as possible according to the categories described in the manual. (screen shot)
3) When coding, code utterances within a turn. Do not code across turns. (screen shot)
4) If a teacher's utterance does not fit into any categories, leave it uncoded. Not all of the teacher's utterance will fit into a category.
5) Code the category 'Others' only when the utterance does not fit into any of the QtA categories.
6) For SOG transcripts, the speaker and the hearer need not be included into the coding as most of the coded utterances would refer to a teacher's utterance addressing the whole class, some students or just one student (see example 1)

Example 1

CIN CLT [The statement says they have no time for play.]
CLT CIN Oh the statement! Okay, so the sentence in the text says they have no time for play, okay. So all they do is work, they have no time for play.
CLT CLS Does that make sense with what the author told us before? In the   paragraph above, does it link, does it make sense?
CIN CLT Yes.

(SOG_Full_S9_EXP1_T68_L1_T)

7) For CRC transcripts, the speaker must be included into the coding. Select the speaker only, without the space after it, as doing so will affect the word count in checking agreement (see example 2)

Example – TBA

8) When an utterance before and after a teacher's turn is unclear, the teacher's turn will not be coded. It becomes uncodable (see examples 3 and 4).

Example 3

Child: (Unclear)
Teacher: Exclamation mark, what does exclamation mark tell you? Why do you say …
Child: (Unclear)

(SOG_Full_S9_TBA)

Example 4

Child: The Old Ant and the nest mates (unclear)
Teacher: About what? Sorry I didn't get you.
Child: (Unclear)
Teacher: Oh, forager, okay.
Teacher: Your friend here says, my question was what is the author trying to tell us here, so your friend says Old Ant and some of the others were trying to tell the forager, uhm, tell the Ant what it is like to be a forager. This other friend of yours here says the author is trying to tell us you need to find out some information on your own, is it?
Child: (Unclear)

9) If part of a child's utterance is unclear but there is sufficient information in the transcript to help us make a coding decision, the teacher's utterance can be coded (see examples 5, 6 and 7).

Example 5

Child: Teacher my story XX
Teacher: **Ok my story. So what about that word my story?**

(SOG_Full_S9_EXP1_T67_L1_T)

Example 6

Child: Ants have XXX
Teacher: The ants do not have time to play. They do not have time to play. What else?

(SOG_Full_S9_EXP1_T67_L1_T)

Example 7

Child: XX
Teacher: They don't disturb people because they like to do jobs. Ok what else? Those at the back? Give me your ideas. Those behind. What ideas do you have?

(SOG_Full_S9_EXP1_T67_L1_T)

10) For this coding purpose, only the lowest child node will be marked. The option of aggregating the parent node in Nvivo9 will be selected for analysis purposes

Difficulties in Annotation:

In some cases coding of teacher utterances is not an obvious fit and yet the utterances seem to be related to the purposes or representations described above. If these teacher utterances (or similar) appear repeatedly, we have made a decision for coding consistency. These examples and the final decision for their coding are given in Table2 with the rationale for the coding.

Table 2 List of problematic cases

Example of utterance/Transcript name	Coding Decision
SOG_Full_S9_EXP1_T68_L1_T Teacher: **Okay, what is the author saying here? What is the author saying here?**[1] I see one hand and some people at the back pointing. Let me repeat the text in case you didn't hear it. 'Me and my nestmates', this is the picture of a lot of ants and this is the caption that goes with it. 'Me and my nestmates, we all have different jobs to do, soldiers guard our nest, workers keep things neat and clean and foragers look for food. When I'm a bit older, I'm going to be a forager.' **So what is the author saying here?**[2] Anybody?	1 Coded as Initiating query: Make public author's ideas. 2 Coded as another Initiating query: Make public author's ideas. The other utterances in between, which are not relevant or useful for the coding, are not included into the coding. The queries are coded separately as two Initiating Queries of the same sub-type.
SOG_Full_S9_EXP1_T68_L1_T Teacher: Okay, here, I don't know if you can see it so I'm going to read it aloud to you. This is a page from the book. 'Meet me. I've got a few minutes to spare, so I can finally start my journal. Some of us have been given a short rest from work. But, like all ants, I like to stay busy, so I've only got time for a few facts about me and my friends. All ants work very hard. We love it. Work is all we do and all we want to do. There's no time for playing. By the time I've worked, eaten and rested, it's time to go back to work again. YIPPIE!' **What's that all about? What do you think this is all about?**[1] Remember we discuss the author earlier, some said it's an ant, some said it's an author, so who is this 'I'?[2]	1 Coded as Initiating query: Make public author's ideas. 2 Coded as Initiating query: Presence of author. In this turn, although the coded utterances are consecutive. They are coded for two separate Initiating queries because they are of different

Example of utterance/Transcript name	Coding Decision
	sub-types.
SOG_Full_S9_EXP1_T68_L1_T Teacher: **Anybody else?**	Coded as Turning back to students. This category may include utterances such as "anyone else?"
SOG_Full_S9_EXP1_T68_L1_T Child: Like the information you don't know. Teacher: Like information I don't know. So ... Child: What the Old Ant and the nest mates say about Teacher: **Oh, so you are adding on to her answer, is it? You are trying to tell me, what the author wants us to understand?**	Coded as Turning back to students. Teacher seems to be unsure of student's utterance but at the same time, she is helping the students to connect their ideas with each other's.
SOG_Full_S9_EXP1_T67_L1_T Teacher: They are very busy. Girls? **What do we know about ants from *there*?**	Coded as Turning back to text. In this transcript, we assume that 'there' refers to the text.
SOG_Full_S9_EXP1_T68_L1_T Child: Because it says 'can't wait'. Teacher: **Because it says 'can't wait'.**[1] Child: And even wrote it in capital letters. Teacher: And even wrote it in capital letters. **But why, why would you say 'can't wait' means excited?**[2] Child: He cannot wait anymore. He can't wait anymore. Teacher: **He can't wait anymore. Which means he's excited?**[3]	[1] Not coded. When T simply repeats the exact same utterance of the student's response, we do not code it as any discussion moves. [2] Coded as Turning back to students. [3] Coded as Turning back to students.
SOG_Full_S9_EXP1_T67_L1_T Child: Huh? Teacher: **Ah why do you say huh? Yeah, in the nest. Look at the title. Read it yourself. Who is the author of this story?**	Coded as Turning back to text. Although part of the teacher's utterance contained the child's earlier response, it is not Turning back to student as the rest of the teacher's utterance clearly indicates a Turning back to text move as references to the text/book are made. And in this example, the whole turn is coded as one category as the turn is quite short.
SOG_Full_S9_EXP1_T67_L1_T Child: Teacher, do black ants and red ants different? Teacher: **Are black ants and red ants different? Ok we will we will think about that and we will see if the book will tell us about that. Yeah? Ok**[1]	Coded as Turning back to text. The whole turn was coded as Turning back to text. Although the discussion did not continue to follow up on the teachers' first part of 'turning back to text', the 2nd part of the utterance contain valuable information where

Example of utterance/Transcript name	Coding Decision
now we will look at this part of the book first.[2]	teacher is again making reference to text. Thus it should also be included into the coding.
SOG_Full_S9_EXP1_T67_L1_T Child: How they marry? Teacher: **How do they get married? I don't know maybe we can read some more from there yah?**[1] **Ok. So uhm I just want to state this. CFZ asked what forager is and we already discussed what it means. Oh you did? Ok so forager is the ant that actually look for?**[2]	1 Coded as Turning back to text 2 Coded as Recapping In this example teacher is doing a summarizing so that she can move the lesson forward.

Acknowledgements

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