

### Aspect: Environmental Codes (Book)

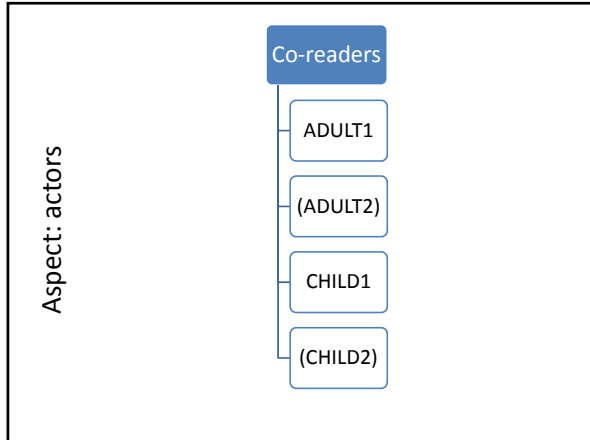
Event/Stimulus	Description	Specify if of interest, e.g.,
TEXT	Refers to written code, i.e., text as a symbolic system; includes book elements such as title, author etc.	Regular text vs speech bubbles vs animated words
NARRATIVE	Essential elements of story line including word meanings, characters, setting, plot, conflict resolution, beginning, middle end, future events, etc.; evaluations of entire book;	Specific elements of story structure
ILLUSTRATION	Static elements of an illustration	Congruent vs incongruent
MULTIMEDIA	Animation, sound, other sensory effects that amplify meaning, e.g., squeaker in print book, video in ebook	Congruent vs incongruent; linked to text vs illustration; automatic vs triggered etc.
INTERACTIVE FEATURES	Features that invite interaction while interrupting flow of story	e.g., Prompt bar, popup dictionary, game, flip-up (in print book)
TECHNOLOGY	Tools to turn page, access features etc.	Swipe vs touch

### Aspect: Environmental Codes (People)

Event/Stimulus	Description	Specify if of interest, e.g.,
READING PARTNER (ADULT)	Used when the child member of the dyad is responding to the behavior of the adult.	Father vs mother vs teacher vs researcher etc.
READING PARTNER (CHILD)	Used when the adult member of the dyad is responding to the behavior of the child.	Age or language group. Child 1 vs Child 2, if dyad consists of or contains multiple children.
EXTRANEIOUS PERSON	The child or adult member of the dyad may respond to any other person that is present on a continuous or transitory nature during the reading exchange but not part of it.	Level of specificity is at the discretion of the researcher.

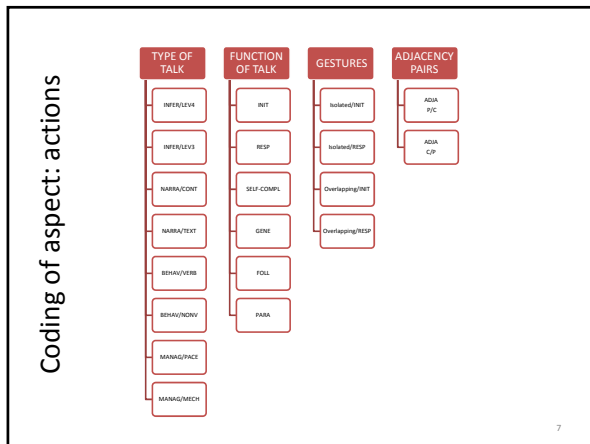
### Aspect: Environmental Codes (Extraneous)

Event/Stimulus	Description	Specify if of interest, e.g.,
RESEARCH EQUIPMENT	Camera, microphones etc	Camera front, camera back, clip on microphone etc.
BACKGROUND MEDIA	Any media that is available in the background, not directly attended or relevant to the reading exchange.	Television, radio, PA announcements.
MISCELLANEOUS	Any other distractions such as rain, traffic noise, "talker babble" from another room, etc.	Level of specificity is at the discretion of the researcher.



### Aspect: Actors (Co-Readers)

Event/Stimulus	Description	Specify if of interest, e.g.,
ADULT1	Adult who is reading to or with the focus child.	Father vs mother vs teacher vs researcher etc.
ADULT2	Optional second adult that is actively engaged in the shared reading exchange.	Father vs mother vs teacher vs researcher etc.
CHILD 1	The child being read to or an older child who is reading to or with another child.	Level of specificity is at the discretion of the researcher.
CHILD2	Optional second child that is actively engaged in the shared reading exchange	Level of specificity is at the discretion of the researcher.



### Aspect: Actions

Coding level	Tag	Description
Type of talk	INFER/LEV4	Talk making predictions, providing definitions or explanations
	INFER/LEV3	Talk making inferences or recalling earlier information; text-to-life connections
	NARRA/TEXT	Talk related to word concept, letter knowledge, spelling
	NARRA/CONT	Talk about key content of story, e.g. vocabulary, story elements, storyline
	BEHAV/VERB	Talk directly referring to a preceding utterance by the other speaker, e.g. by evaluating or repeating (parts of) it
	BEHAV/NONV	Talk directly referring to a preceding gesture of the reading partner
	MANAG/PACE	Talk related to pacing of the reading process or attempts to manage turns (i.e., induce a structure for turn taking)
	MANAG/MECH	Talk related to book mechanics (i.e., its operation) or technology

Aspect: Actions		
Coding level	Tag	Description
Function of talk	INIT	Initiating dialogue by asking a question or use of a completion prompt
	RESP	Responding to a question or filling in a blank
	GENE	Providing a description or explanation on a more literal level (with information present in text, image, animation)
	SELF	Self-completion by same speaker after turn transfer has failed
	FOLL	Following up on preceding utterance by evaluating or repeating it
	PARA	Using parallel talk to describe what partner is doing, seeing, or hearing; providing verbal reinforcement

Aspect: Actions		
Coding level	Tag	Description
Gestures <sup>a</sup>	INIT	Use of gesture to initiate an event (e.g., pointing)
	RESP	Use of gesture to respond to a question (e.g., tapping on a detail in the illustration)
Adjacency pairs <sup>b</sup>	ADJA P/C	Parent initiates dialogue, child responds
	ADJA C/P	Child initiates dialogue, parent responds

<sup>a</sup>Gestures are marked in the transcript to differentiate: Isolated gestures that do not occur simultaneously with speech versus Overlapping gestures that occur simultaneously with speech.

<sup>b</sup>An adjacency pair is defined as a minimal two-turn sequence that involves a change of speaker.