



SABR: Systematic Assessment of Book Reading

Instructional Support Codes— Page 1

Teacher ID _____ <input type="checkbox"/> Sub, <input type="checkbox"/> Aide, <input type="checkbox"/> Other Video # _____ Coder ID _____ Coding Date _____	Title of Book _____ Author _____ Group <input type="checkbox"/> Large group (7+), <input type="checkbox"/> Small group (3-6), <input type="checkbox"/> Two C, <input type="checkbox"/> One C Language (other than English) _____	Genre <input type="checkbox"/> Narrative, <input type="checkbox"/> Informational, <input type="checkbox"/> Mixed Book features <input type="checkbox"/> ABC, <input type="checkbox"/> Counting, <input type="checkbox"/> Chapter B, <input type="checkbox"/> Reference, <input type="checkbox"/> Rhyming, <input type="checkbox"/> Pattern Dual language text <input type="checkbox"/> No, <input type="checkbox"/> Yes _____ Special text <input type="checkbox"/> Electronic Book (computer), <input type="checkbox"/> Book on tape, <input type="checkbox"/> Big book
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	CONSTRUCTS	CODING CATEGORIES	INTERVALS→																									Total	Sum					
			:15	:30	:45	1:00	1:15	1:30	1:45	2:00	2:15	2:30	2:45	3:00	3:15	3:30	3:45	4:00	4:15	4:30	4:45	5:00	5:15	5:30	5:45	6:00	6:15			6:30	6:45	7:00	7:15	7:30
I. Instructional Support	Language Development	1a. [L] ^a Notice, label, or describe story actions (i.e., verbs); perceptually present	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Lang Dev Tot	
		1b. [L] Ask for or provide noun label, locate , or notice (no modifier, but can include preposition; includes rote counting)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
		1c. [L] Ask for or provide noun description/characteristics (any modifier, including possession; selective focus on parts of noun)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
		1d. [I] Ask for or provide a word definition ("this means" ...; "this is" + essential quality/synonym/category; example/non-example)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
		1e. Expands/extends C's utterance (includes change in grammatical form, adding an idea, or tag Q added to C's utterance)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	Abstract Thinking	2a. [I] Model or ask to compare and contrast (show differences and likenesses)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Abstract Thinking Tot	
		2b. [I] Model or ask for judgments, evaluations, inferences or character's point of view	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
		2c. [I] Model or ask for hypotheses or predictions about future story events , or revisit/confirm prediction	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
		2d. [I] Model or ask for reasoning, analysis, or explanation (e.g., conditions, cause, effect, draw conclusions, explain how/why)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	Elaborations	3a. Ask for or provide a word elaboration (rich discussion, contextualize, dramatize for word meaning)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Elaborations Tot	
		3b. Text-to-life connection (link to child or adult's personal experiences or to other texts)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
		3c. Encourage C to dramatize/imitate/pretend (includes pretend talk to characters)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
		3d. Follows C spontaneous initiation with contingent verbal response that continues C's topic (T must do more than repeat C's utterance or offer a vague acknowledgement)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
		3e. Emotion Modeling using feeling words to discuss character emotions, emotion words in text, or own emotive responses	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	Print/Phonological Skills	4a. Discuss book or print conventions (title, author, illustrator, cover, spine, read left to right, read + page, how to read)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Print/Phonological Tot	
		4b. Discuss letter sounds in the text (includes single letter sounds, digraphs – <i>sh, ch, th, wh</i> – or letter pairs/blends – e.g., <i>sl, br</i> , etc.)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
4c. Discuss letters or words including counting words (letter, upper/lower-case, capital, ABC's, alphabet, word + print)		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
4d. Discuss sounds of words including rhyme, syllables , beginning sounds, phonemes		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
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Book-Reading Context Codes—Page 5

II. BR	CONSTRUCTS	CODING CATEGORIES	INTERVALS→																												Total	Sum		
			:15	:30	:45	1:00	1:15	1:30	1:45	2:00	2:15	2:30	2:45	3:00	3:15	3:30	3:45	4:00	4:15	4:30	4:45	5:00	5:15	5:30	5:45	6:00	6:15	6:30	6:45	7:00			7:15	7:30
II. BR	Session Climate	5a. Models respect (<i>please, thank you, you're welcome; responds to C's signals sensitively and promptly</i>)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		Session Climate
		5b. Positive feedback (Do <u>not</u> code: <i>Yeah, Yep, Uh huh, Okay; must include a positive/affirming word or phrase</i>)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
		5c. Children touch book (excludes C touching book without T's encouragement)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
		Page # →																																

II. BR	CONSTRUCTS	CODING CATEGORIES	INTERVALS→																												Total	Sum		
			7:45	8:00	8:15	8:30	8:45	9:00	9:15	9:30	9:45	10:00	10:15	10:30	10:45	11:00	11:15	11:30	11:45	12:00	12:15	12:30	12:45	13:00	13:15	13:30	13:45	14:00	14:15	14:30			14:45	15:00
II. BR	Session Climate	5a. Models respect (<i>please, thank you, you're welcome; responds to C's signals sensitively and promptly</i>)	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60		Session Climate
		5b. Positive feedback (Do <u>not</u> code: <i>Yeah, Yep, Uh huh, Okay; must include a positive/affirming word or phrase</i>)	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60		
		5c. Children touch book (excludes C touching book without T's encouragement)	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60		
		Page # →																																

II. BR	CONSTRUCTS	CODING CATEGORIES	INTERVALS→																												Total	Sum		
			15:15	15:30	15:45	16:00	16:15	16:30	16:45	17:00	17:15	17:30	17:45	18:00	18:15	18:30	18:45	19:00	19:15	19:30	19:45	20:00	20:15	20:30	20:45	21:00	21:15	21:30	21:45	22:00			22:15	22:30
II. BR	Session Climate	5a. Models respect (<i>please, thank you, you're welcome; responds to C's signals sensitively and promptly</i>)	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90		Session Climate
		5b. Positive feedback (Do <u>not</u> code: <i>Yeah, Yep, Uh huh, Okay; must include a positive/affirming word or phrase</i>)	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90		
		5c. Children touch book (excludes C touching book without T's encouragement)	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90		
		Page # →																																

II. BR	CONSTRUCTS	CODING CATEGORIES	INTERVALS→																												Total	Sum		
			22:45	23:00	23:15	23:30	23:45	24:00	24:15	24:30	24:45	25:00	25:15	25:30	25:45	26:00	26:15	26:30	26:45	27:00	27:15	27:30	27:45	28:00	28:15	28:30	28:45	29:00	29:15	29:30			29:45	30:00
II. BR	Session Climate	5a. Models respect (<i>please, thank you, you're welcome; responds to C's signals sensitively and promptly</i>)	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120		Session Climate
		5b. Positive feedback (Do <u>not</u> code: <i>Yeah, Yep, Uh huh, Okay; must include a positive/affirming word or phrase</i>)	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120		
		5c. Children touch book (excludes C touching book without T's encouragement)	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120		
		Page # →																																



Score Form, Duration, Global Rating Scales, & Comments – Page 6

SCORE FORM	TIME	COMMENTS SECTION: Positive
<p>Language Development (LD)</p> <p>1a Describe Events. Pg1 _____ + Pg2 _____ + Pg3 _____ + Pg4 _____ = _____ Sum Score 1a 1b Noun Label. Pg1 _____ + Pg2 _____ + Pg3 _____ + Pg4 _____ = _____ Sum Score 1b 1c Describe Noun. Pg1 _____ + Pg2 _____ + Pg3 _____ + Pg4 _____ = _____ Sum Score 1c 1d Word Definition. Pg1 _____ + Pg2 _____ + Pg3 _____ + Pg4 _____ = _____ Sum Score 1d 1e Expand/extend. Pg1 _____ + Pg2 _____ + Pg3 _____ + Pg4 _____ = _____ Sum Score 1e</p> <p style="text-align: right;"><input type="text"/> LD Total</p> <p>Abstract Thinking (AT)</p> <p>2a Compare/Contrast. Pg1 _____ + Pg2 _____ + Pg3 _____ + Pg4 _____ = _____ Sum Score 2a 2b Judgment/Inference. Pg1 _____ + Pg2 _____ + Pg3 _____ + Pg4 _____ = _____ Sum Score 2b 2c Prediction. Pg1 _____ + Pg2 _____ + Pg3 _____ + Pg4 _____ = _____ Sum Score 2c 2d Reasoning/Explain. Pg1 _____ + Pg2 _____ + Pg3 _____ + Pg4 _____ = _____ Sum Score 2d</p> <p style="text-align: right;"><input type="text"/> AT Total</p> <p>Elaborations (EL)</p> <p>3a Word Elaboration. Pg1 _____ + Pg2 _____ + Pg3 _____ + Pg4 _____ = _____ Sum Score 3a 3b Text-Life. Pg1 _____ + Pg2 _____ + Pg3 _____ + Pg4 _____ = _____ Sum Score 3b 3c Dramatize/Pretend. Pg1 _____ + Pg2 _____ + Pg3 _____ + Pg4 _____ = _____ Sum Score 3c 3d Follow C's Initiation. Pg1 _____ + Pg2 _____ + Pg3 _____ + Pg4 _____ = _____ Sum Score 3d 3e Discuss Emotions. Pg1 _____ + Pg2 _____ + Pg3 _____ + Pg4 _____ = _____ Sum Score 3e</p> <p style="text-align: right;"><input type="text"/> EL Total</p> <p>Print & Phonological Skills (PP)</p> <p>4a Book/Print Organiz. Pg1 _____ + Pg2 _____ + Pg3 _____ + Pg4 _____ = _____ Sum Score 4a 4b Letter Sounds. Pg1 _____ + Pg2 _____ + Pg3 _____ + Pg4 _____ = _____ Sum Score 4b 4c Letters/Words. Pg1 _____ + Pg2 _____ + Pg3 _____ + Pg4 _____ = _____ Sum Score 4c 4d Phonology. Pg1 _____ + Pg2 _____ + Pg3 _____ + Pg4 _____ = _____ Sum Score 4d</p> <p style="text-align: right;"><input type="text"/> PP Total</p> <p>Session Climate (SC)</p> <p>5a Model Respect. Pg1 _____ + Pg2 _____ + Pg3 _____ + Pg4 _____ = _____ Sum Score 5a 5b Positive Feedback. Pg1 _____ + Pg2 _____ + Pg3 _____ + Pg4 _____ = _____ Sum Score 5b 5c C Touch book. Pg1 _____ + Pg2 _____ + Pg3 _____ + Pg4 _____ = _____ Sum Score 5c</p> <p style="text-align: right;"><input type="text"/> SC Total</p>	<p>Duration: _____ min: _____ sec</p> <hr/> <p>OTHER VIDEO INFORMATION</p> <p>For how much of the session was <u>the book itself clearly in the camera view</u>? ___ All/most ___ Some ___ Little/None</p> <p>For how much of the session were you <u>able to clearly hear and parse the teacher's utterances</u>? ___ All/most ___ Some ___ Little/None</p> <hr/> <p>GLOBAL RATING SCALES</p> <p>√ Reading Delivery: ① ___ <u>Low</u> quality reading with overall monotone voice or frequent miscues. ② ___ <u>Moderate</u> reading quality with intermittent dramatic reading. ③ ___ <u>High</u> quality reading delivery with overall dramatic reading.</p> <p>√ Behavior Management: ① ___ <u>Low</u> quality behavior management approaches or typically reactive. ② ___ <u>Moderate</u> quality behavior management with a combination of effective and less effective approaches or a combination of proactive and reactive approaches. ③ ___ <u>High</u> quality behavior management approaches or consistently prevents misbehavior with praise or proactive approaches.</p>	<p>Comments, evidence, questions. (e.g., Unusual or excellent instructional techniques, Noteworthy/exceptional behavioral or emotional supports)</p> <hr/> <p>Comments, evidence, questions. (e.g., Teacher sarcasm, disrespect, harsh language, threats, anger, over-controlling, OR instances of extreme child misbehavior, such as biting, hitting, etc.)</p>