Contextualized to Decontextualized Continuum of Talk in the context of Interaction around Literature

**Contextualized**
(Talk that focuses on information present in the story or the immediate context)

**Description**
Concrete information that is perceptually present (e.g., objects, events, or pictures in the book) or descriptions of objects or events in the story. Examples: *What is that? There’s the picture of the baby. See his footprints.*

**Conveying Meaning**
Talk about the meaning of words by defining what a word or concept means or clarifying the pronunciation of a word. Examples: *Do you know what a car is? Not punched, punished. A frog hops.*

**Intermediate**
(Talk that requires active reflection on the story using information that is not available in the immediate context but that is linked to the immediate context)

**Bridging/Recalling Information**
Connects to everyday, real-life events requiring the remembrance of objects, events, or characters that were previously mentioned or talk about similarities and differences. Examples: *What color is your blanket? What did Peter do when he saw the big boys? Do you remember when we went to granddad’s house?*

**Psychological States**
Address a character’s thoughts, feelings, or psychological states. Examples: *I was so scared! I wanted those puppies so badly! Peter tried to fool his mother.*

**Reflections/Evaluations**
Address morals (or repercussions for immoral behaviour), judgments about behaviour, and opinions. Examples: *Do you know how I tell you stealing is wrong? I didn’t get a spanking for that. Did you like that book?*
**Decontextualized**
(Talk that requires extrapolation from the story in order to justify or predict what will happen and talk about abstract concepts that cannot be tangibly perceived in the present)

**Predictions/Explanations/Speculation**
Address children’s cause-and-effect reasoning by probing for what and why something will happen next (in the future) or guesses about what and why something has happened in the story (in the past).
Examples: *What do you think is going to happen? Because he wasn’t big enough. Why did he run away?*

**Print/Story Conventions**
Instruct the child how to handle the book, highlight features of the book/reading conventions (such as reading the title, author, or illustrator), or point out features of print or narrative (e.g., opening the story with “Once upon a time” or ending with “The end”).
Examples: *What’s the name of this book? That’s a p.*
*One time ...* [used to introduce the story].