



Read-Aloud Book Review Guide:

Protocol for Reviewing Picture Books for Meaning-Focused Literacy Instruction



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Introduction

This guide explains procedures for reviewing picture books that are read aloud to prekindergarten through second-grade (preK–2) students for developing their oral vocabulary and listening comprehension. Books used for this purpose should contain vocabulary and sentence structures that are slightly above students' current grade level to create opportunities for growth (Montag, 2019). If informational books are used, they should introduce content-area concepts (e.g., science, social studies) and the associated domain-specific vocabulary for those concepts (Pollard-Durodola, et al., 2016; Gonzalez et al., 2024). When reading either fictional or informational picture books, instructors need to draw students' attention to and ask questions about the academic language as well as the elements of the book that support students' comprehension. These interactions during the read aloud mean the activity is considered “shared reading” (Wasik et al., 2016).

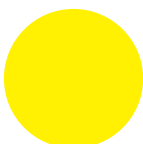
Shared reading can be done for different purposes, so it is important to select the right books for accomplishing the learning objective of the activity. The provided rubric is intended to help instructors select picture books for shared reading that is designed to build meaning-focused skills such as oral vocabulary, sentence structures, and listening comprehension. The information gathered through these procedures should be used alongside other information (e.g., alignment with standards, implementation feasibility, student literacy data) when making curricular decisions about meaning-focused literacy instruction.

Text Features

The Read-Aloud Book Rubric for meaning-focused shared reading evaluates four text features: (a) academic vocabulary, (b) sentence variety, (c) supportive visuals, and (d) cultural inclusivity (Gibbs & Reed, 2025). The guide first defines each text feature before offering examples from three picture books to demonstrate how to evaluate each feature.

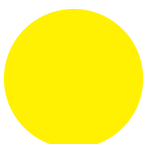
Academic Vocabulary

Academic vocabulary includes both general-academic words and domain-specific words. General-academic words are words that are used across academic settings but are not necessarily used in everyday conversations by elementary students (e.g., estimate, process, evaluate). These words can be found in both fictional and informational books. In addition to general-academic words, some fictional books and all informational books will contain domain-specific vocabulary words (e.g., science words like erosion, habitat, and condensation). It is important to keep in mind that quality children's books typically contain many academic vocabulary words and words with which children might not be familiar. Therefore, the goal with this criterion is to identify whether there are words worthy of using the book to teach and discuss 3 to 5 key words either because (a) understanding them is necessary to comprehend the story or information or (b) the instructor plans to build students' abilities to use these words in future activities.

Stoplight Rating		Explanation
Green		The book must include 3 to 5 general-academic and/or domain-specific words that are necessary to support students' understanding of the book content or that will be used in future activities.
Yellow		The book contains 1 to 2 general-academic/domain-specific words that are necessary to support students' understanding of the book content or that will be used in future activities.
Red		The book contains no general-academic/domain-specific words that are necessary to support the understanding of the book or that will be used in future activities.

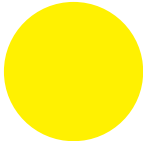
Sentence Variety

Reading picture books that include diverse sentence lengths and types helps to advance children's oral language skills, whereas books with all short, simple sentences (i.e., having a subject and verb in a single clause) might not stimulate growth (Urbani, 2020). Therefore, the evaluation should consider the extent to which the sentences vary in traditional fictional and informational books. Two basic approaches to determining the variety are (a) to look at the different lengths of the sentences in a book and (b) to calculate the average sentence length by adding up the total words in the book and dividing the sum by the number of sentences. This is not an appropriate feature to evaluate in poetry books, which also are important for children to experience.

Stoplight Rating		Explanation
Green		Book contains at least 5 sentences in each of the different length designations (short = 1 to 5 words, medium = 6 to 12 words, and long = 13+ words) and has an average sentence length between 7 and 18 words.
Yellow		Book contains fewer than 5 sentences in each length designation (short = 1 to 5 words, medium = 6 to 12 words, and long = 13+ words) or has an average sentence length of either 6 words or 19+ words.
Red		More than half of the book sentences are short (1 to 5 words) or the average sentence length is in the short range (1 to 5 words).

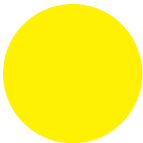
Supportive Visuals

One hallmark of picture books is the use of visual representations that support children’s comprehension (Kaefar, 2018). Supportive visuals include illustrations (e.g., cartoons, drawings), visual displays of information (e.g., charts, diagrams, maps), or photographs. In addition to promoting comprehension, instructors can leverage supportive visuals to foster discussions about the text.

Stoplight Rating		Explanation
Green		All pictures/illustrations support listening comprehension and foster discussions about the reading.
Yellow		Most pictures/illustrations support listening comprehension and foster discussions about the reading.
Red		None of the pictures/illustrations support listening comprehension or foster discussions about the reading.

Cultural Inclusivity

Culturally inclusive books contain content, characters, and illustrations that represent diverse communities (e.g., race, gender, nationality, ethnicity, social class, neuro- and physical diversity). The books also portray individuals’ different backgrounds and traditions with accuracy and respect (e.g., avoiding the use of stereotypes and language that demeans, insults, or devalues people with disabilities or other differences). Selecting books that align with students’ identities and cultural norms can motivate students to attend to the book and participate in the shared-reading activities (Christ et al., 2018). In addition, content and illustrations that are culturally inclusive support comprehension because children are able to connect the book’s content to their own life experiences (Garces-Bascal, 2020).

Stoplight Rating		Explanation
Green		Option 1: The book includes diverse individuals in main roles of the book, and the content is respectful to various ethnicities and other individual differences (e.g., neurodivergence). Option 2: The book is culturally neutral (e.g., uses all non-human and non-gendered characters).
Yellow		The book includes diverse individuals in supportive roles of the book, and the content is respectful to various ethnicities and other individual differences.
Red		The book does not include diverse individuals, or the content is disrespectful of various individual differences (e.g., uses stereotypes or falsely characterizes groups of people).

Applying the Read-Aloud Book Rubric

Reviewing a book for meaning-focused shared reading involves three steps:

1. Review the definitions and the rating scales for each text feature.
2. Document information about the features found in the picture book.
3. Rate the alignment of the book with each text feature.

Anyone using the rubric should have a common understanding of the features and how they should be applied to a book. Use the explanations provided in the previous sections to prepare for applying the rubric and determining what information will need to be documented for each feature. After considering the documentation for a text feature, rate the picture book with a green (fully aligned), yellow (partially aligned), or red (not aligned) stoplight. For demonstration purposes, selected segments of published children's books are used to show how to apply the rubric. Although these excerpts were intentionally chosen to highlight features that can be rated at different levels of the scoring rubric, the same book might be rated differently if evaluated for other features or shared reading purposes.

Figure 1

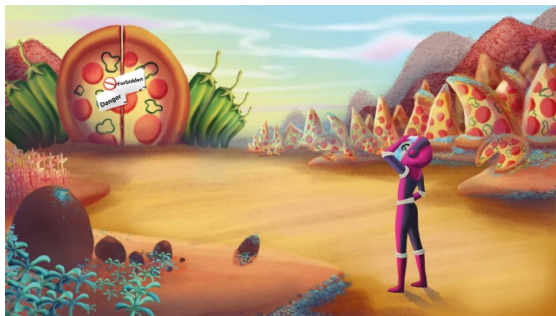
Example Book 1: [A Pizza Planet](#)¹



Mary is a cosmic explorer. She was on her space craft one day when a planet resembling a huge pizza showed up. It smelled delicious.



Mary landed on the planet, hoping to find the perfect pizza recipe.



She carefully walked on the planet.



Mary was curious to know what was beyond the gates, so she took a look from above and saw a giant hen. Suddenly...



...Giant Hen noticed Mary and set off towards her.

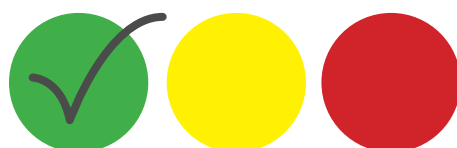


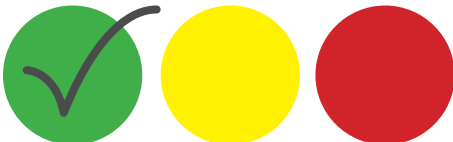
Mary hid behind a huge tank labelled "Rainwater warehouse".

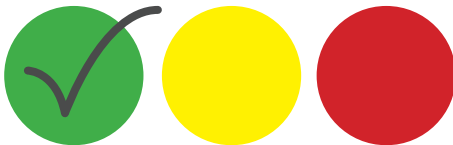
Note. Images adapted from *A Pizza Planet* by S. Arabi, n.d., Global Digital Library (<https://digitallibrary.io/book/a-pizza-planet/>). CC BY-NC-SA 4.0.

¹ The images are excerpts from the book, but the full book should be considered when evaluating it with the rubric.

Table 1*Read-Aloud Book Rubric for Example 1*

Text Feature	Definition	Rating
1. Academic Vocabulary	How many general-academic and/or domain-specific vocabulary words are in the book? General-academic words are defined as words that are used across academic domains or are likely to be used in school settings. These words are not necessarily used in everyday conversations by young students. Domain-specific words are those that are unique to a content area such as science or social studies.	Green
		The book must include 3 to 5 general-academic/domain-specific words that are necessary to support students' understanding of the book content or that will be used in future activities.
		Yellow
		The book contains 1 to 2 general-academic/domain-specific words that are necessary to support students' understanding of the book content or that will be used in future activities.
Documentation		Red
This book is rated green because there are four academic vocabulary words that support students' understanding of the book: "recipe," "forbidden," "cosmic explorer," and "planet."		The book contains no general-academic/domain-specific words that are necessary to support the understanding of the book or that will be used in future activities.
"Cosmic explorer" and "planet" are central to the setting and theme of the story, which involves space and exploration. Without understanding these words, children may struggle to follow where the story takes place or who the character is. "Recipe" also supports understanding the story plot because the character is searching for a recipe on the pizza planet. In addition, there is a sign on the gate that says "forbidden," which hints to students that there may be danger on the other side of the gate. Without knowing the meaning of "forbidden," students may miss the conflict in the story plot. Although "hen" may not be as familiar to students as "chicken," this word was not selected as an academic vocabulary word because it is concrete and can be easily referenced in the pictures and connect to students' prior knowledge.		
		

Text Feature	Definition	Rating
2. Sentence Variety	Does the book include a variety of sentences? Sentence variety means the book contains a range of sentence lengths: a. Short sentences: 1 to 5 words b. Medium sentences: 6 to 12 words c. Long sentences: 13+ words	Green
		Book contains at least 5 sentences in each of the different length designations (short = 1 to 5 words, medium = 6 to 12 words, and long = 13+ words) and has an average sentence length between 7 and 18 words.
		Yellow
		Book contains fewer than 5 sentences in each length designation (short = 1 to 5 words, medium = 6 to 12 words, and long = 13+ words) or has an average sentence length of either 6 words or 19+ words.
Documentation		Red
This book is rated green because it contains 10 short sentences, 24 medium sentences, and 24 long sentences. It also has an average sentence length of 12.5 words.		More than half of the book sentences are short (1 to 5 words) or the average sentence length is in the short range (1 to 5 words).
		

Text Feature	Definition	Rating
3. Supportive Visuals	Does the book provide visual representations that support understanding of the book and having discussions about the content? Supportive visuals are defined as pictures/illustrations that support student’s listening comprehension of the book and support adult-child conversations about the book.	Green
		All pictures/illustrations support listening comprehension and foster discussions about the reading.
		Yellow
		Most pictures/illustrations support listening comprehension and foster discussions about the reading.
Documentation		Red
This book is rated green for supportive visuals because the illustrations support students’ story comprehension. The supportive visuals provide enough detail for the instructor and student(s) to have discussions beyond the content of the book. For example, the instructor might ask students the questions like: - How did the planet get its name? - Why is the word “forbidden” on the gate? - Why did Mary run from the Giant Hen? - How was Mary able to hide?		None of the pictures/illustrations support listening comprehension or foster discussions about the reading.
		

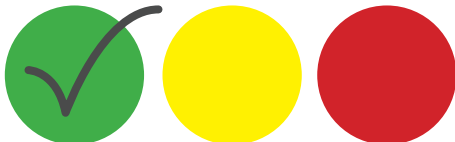
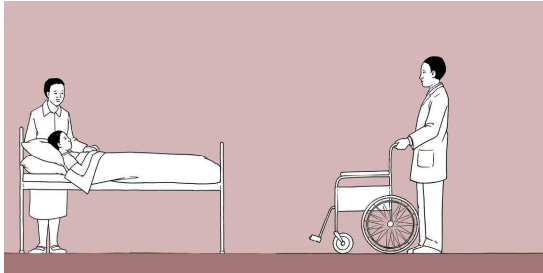
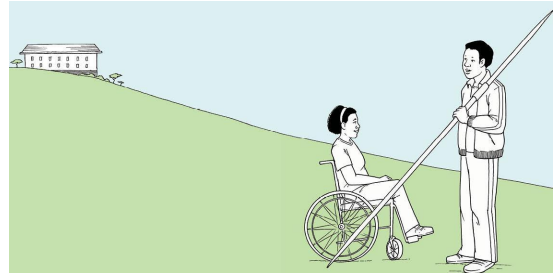
Text Feature	Definition	Rating
4. Cultural Inclusivity	Is the book culturally diverse and respectful of various ethnicities? Cultural inclusivity is defined as having representations of different races, genders, nationalities, and ethnicities in main roles of the story. Additionally, the use of cultural diversity is respectful to various ethnicities. Some books may be classified as culturally neutral, meaning they cannot be scored in terms of cultural diversity or respect. These include books where no humans are present (e.g., books about a specific type of animal).	Green
		Option 1: The book includes diverse individuals in main roles of the book, and the content is respectful to various ethnicities. OR Option 2: The book is culturally neutral (e.g., uses all non-human and non-gendered characters).
		Yellow
		The book includes diverse individuals in supportive roles of the book, and the content is respectful to various ethnicities and other individual differences.
		Red
Documentation	This book is rated green because the main character is a female cosmonaut, which is historically a male-dominated field, and the other characters are hens without race.	The book does not include diverse individuals, or the content is disrespectful of various individual differences (e.g., uses stereotypes or falsely characterizes groups of people).
		

Figure 2

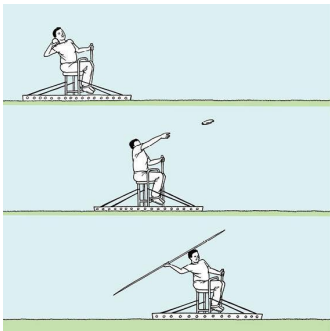
*Example Book 2: [Zanele Situ: My Story](#)*²



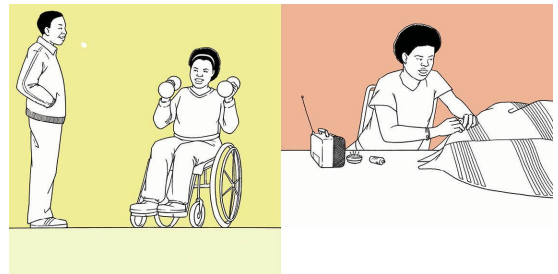
I had to stay in hospital for three years. I was very tired and I slept many hours every day. After three years the doctors told me I would not be able to walk again. I was very sad because I love sports.



I went to a special school in Umtata, and my teachers encouraged me. It was a very busy school, with lots of activities like sport and sewing. On weekends, we had tasks to do. We had to clean our rooms, polish our shoes and clean our wheelchairs.



I decided to keep trying, and never give up. If you have a disability, you can still do something you love. I loved to see how far I can go, so I entered a competition. I won a bronze medal for shot putt, a silver medal for discus and a gold medal for javelin.



I wanted to get better and better at my sports, so I trained very hard. When I rested, I loved to sew and listen to gospel music.



I entered more competitions and I got many medals and prizes. I started to dream about maybe competing in the Paralympics one day.

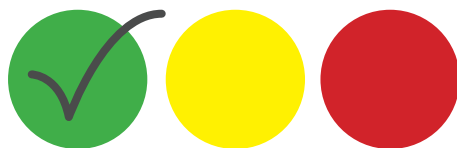


The Paralympics are just like the Olympics, where the best athletes in the world compete for gold, silver and bronze medals. But in the Paralympics, the athletes are disabled in different ways, so they have to try even harder to train and win!

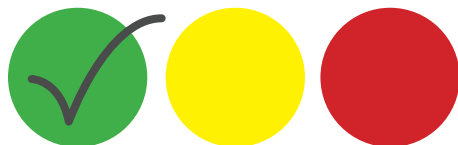
Note. Images adapted from *Zanele Situ: My Story* by L. Sparg, J. Breytenbach, & A. Thesen, n.d., Global Digital Library (<https://digitallibrary.io/book/zanele-situ-my-story-the-story-of-zanele-situ/>). CC BY 4.0.

² The images are excerpts from the book, but the full book should be considered when evaluating it with the rubric.

Table 2*Read-Aloud Book Rubric for Example 2*

Text Feature	Definition	Rating
1. General-Academic Vocabulary	How many general-academic and/or domain-specific vocabulary words are in the book? General-academic words are defined as words that are used across academic domains or are likely to be used in school settings. These words are not necessarily used in everyday conversations by young students. Domain-specific words are those that are unique to a content area such as science or social studies.	Green
		The book must include 3 to 5 general-academic/domain-specific words that are necessary to support students' understanding of the book content or that will be used in future activities.
		Yellow
Documentation	This book is rated green for academic vocabulary because it includes two general academic words (i.e., “disability,” “competition”) and one domain-specific word (i.e., “athletes”). Similarly, “competition” supports students' understanding the purpose of Zanele’s training and drive to overcome a physical disability. The word “disability” is essential for understanding both the character and the broader message of the story. This word helps explain the challenges Zanele faced and overcame, and it introduces children to an important concept related to human diversity and inclusion. Finally, understanding “athletes” is important to understanding Zanele’s goal and why she was committed to training and competing.	The book contains 1 to 2 general-academic/domain-specific words that are necessary to support students' understanding of the book content or that will be used in future activities.
		Red
		The book contains no general-academic/domain-specific words that are necessary to support the understanding of the book or that will be used in future activities.
		

Text Feature	Definition	Rating
2. Sentence Variety	Does the book include a variety of sentences? Sentence variety means the book contains a range of sentence lengths: a. Short sentences: 1 to 5 words b. Medium sentences: 6 to 12 words c. Long sentences: 13+ words	Green
		Book contains at least 5 sentences in each of the different length designations (short = 1 to 5 words, medium = 6 to 12 words, and long = 13+ words) and has an average sentence length between 7 and 18 words.
		Yellow
		Book contains fewer than 5 sentences in each length designation (short = 1 to 5 words, medium = 6 to 12 words, and long = 13+ words) or has an average sentence length of either 6 words or 19+ words.
Documentation		Red
This book is rated yellow because it contains 1 short sentence, 18 medium sentences, and 19 long sentences. Its average sentence length is 12.8 words.		More than half of the book sentences are short (1 to 5 words) or the average sentence length is in the short range (1 to 5 words).
		✓

Text Feature	Definition	Rating
3. Supportive Visuals	Does the book provide visual representations that support understanding of the book and having discussions about the content? Supportive visuals are defined as pictures/illustrations that support student’s listening comprehension of the book and support adult-child conversations about the book.	Green
		All pictures/illustrations support listening comprehension and foster discussions about the reading.
		Yellow
		Most pictures/illustrations support listening comprehension and foster discussions about the reading.
Documentation	This book is rated green for supportive visuals because the illustrations support students’ listening comprehension. Additionally, the illustrations provide enough detail for the instructor and student(s) to have discussions beyond the content of the book. For example, the instructor could facilitate a discussion about the main character’s disability type and the three field events (javelin, shot putt, and discus) in which the character participated.	Red
		None of the pictures/illustrations support listening comprehension or foster discussions about the reading.
		

Text Feature	Definition	Rating
4. Cultural Inclusivity	Is the book culturally diverse and respectful of various ethnicities? Cultural inclusivity is defined as having representations of different races, genders, nationalities, and ethnicities in main roles of the story. Additionally, the use of cultural diversity is respectful to various ethnicities. Some books may be classified as culturally neutral, meaning they cannot be scored in terms of cultural diversity or respect. These include books where no humans are present (e.g., books about a specific type of animal).	Green
		Option 1: The book includes diverse individuals in main roles of the book, and the content is respectful to various ethnicities. OR Option 2: The book is culturally neutral (e.g., uses all non-human and non-gendered characters).
		Yellow
		The book includes diverse individuals in supportive roles of the book, and the content is respectful to various ethnicities and other individual differences.
		Red
Documentation		The book does not include diverse individuals, or the content is disrespectful of various individual differences (e.g., uses stereotypes or falsely characterizes groups of people).
This book is rated green because the main character, Zanele, is a South African Paralympian with a physical disability. Her story provides positive messages about wheelchair users by highlighting the athletic accomplishments of Zanele.		

Figure 3

Example Book 3: [Fruits and Vegetables](#)³



Our garden has so many kinds of organic fruits and vegetables.



The banana palm has a banana flower.



Guavas.



Carrots.



Pumpkins.



Jackfruit.

Note. Images adapted from *Fruits and Vegetables* by S. Saysena, n.d., Global Digital Library (<https://digitallibrary.io/book/fruits-and-vegetables/>). CC BY 4.0.

³ The images are excerpts from the book, but the full book should be considered when evaluating it with the rubric.

Table 3*Read-Aloud Book Rubric for Example 3*

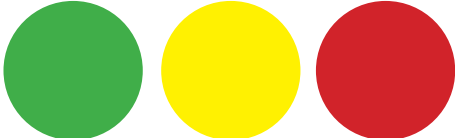
Text Feature	Definition	Rating
1. Academic Vocabulary	How many general-academic and/or domain-specific vocabulary words are in the book? General-academic words are defined as words that are used across academic domains or are likely to be used in school settings. These words are not necessarily used in everyday conversations by young students. Domain-specific words are those that are unique to a content area such as science or social studies.	Green
		The book must include 3 to 5 general-academic/domain-specific words that are necessary to support students' understanding of the book content or that will be used in future activities.
		Yellow
Documentation	This book is rated yellow because it contains two academic vocabulary words: "garden" and "organic." "Garden" refers to the place where fruits and vegetables are grown, which is central to the topic and setting of the book. "Organic" explains how the fruits and vegetables in the story are grown. The word generally refers to food that is produced using natural methods, instead of artificial chemicals or pesticides.	The book contains 1 to 2 general-academic/domain-specific words that are necessary to support students' understanding of the book content or that will be used in future activities.
		Red
		

Text Feature	Definition	Rating
2. Sentence Variety	Does the book include a variety of sentences? Sentence variety means the book contains a range of sentence lengths: a. Short sentences: 1 to 5 words b. Medium sentences: 6 to 12 words c. Long sentences: 13+ words It also means the book has an average sentence length that indicates it has enough opportunity to experience language use but is not too complex for children to understand. Calculate average sentence length by adding all the words and dividing the sum by the total number of sentences in the book.	Green
		Book contains at least 5 sentences in each of the different length designations (short = 1 to 5 words, medium = 6 to 12 words, and long = 13+ words) and has an average sentence length between 7 and 18 words.
		Yellow
		Book contains fewer than 5 sentences in each length designation (short = 1 to 5 words, medium = 6 to 12 words, and long = 13+ words) or has an average sentence length of either 6 words or 19+ words.
		Red
		More than half of the book sentences are short (1 to 5 words) or the average sentence length is in the short range (1 to 5 words).
Documentation		
This book is rated red because it contains 10 short sentences and 4 medium-length sentences. It also has an average sentence length of 3.4 words.		✓

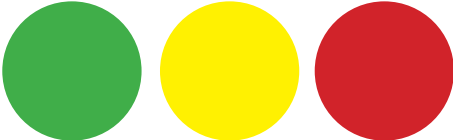
Text Feature	Definition	Rating
3. Supportive Visuals	Does the book provide visual representations that support understanding of the book and having discussions about the content? Supportive visuals are defined as pictures/illustrations that support student’s listening comprehension of the book and support adult-child conversations about the book.	Green
		All pictures/illustrations support listening comprehension and foster discussions about the reading.
		Yellow
		Most pictures/illustrations support listening comprehension and foster discussions about the reading.
Documentation		Red
This book is rated yellow for supportive visuals because the illustrations provide accurate depictions of fruits and vegetables, which can support students’ listening comprehension. However, some illustrations may require additional guidance from the instructor, particularly for plants that are less familiar to students. For example, the banana plant includes a banana flower, which looks different than the types of flowers students typically recognize. This could create an opportunity for discussion to build understanding. Additionally, the illustrations are not explicitly labeled as fruits or vegetables. Although the instructor could ask students to classify each as a fruit or vegetable, that would require information the students might not have been taught.		None of the pictures/ illustrations support listening comprehension or foster discussions about the reading. 

Text Feature	Definition	Rating
4. Cultural Inclusivity	Is the book culturally diverse and respectful of various ethnicities? Cultural inclusivity is defined as having representations of different races, genders, nationalities, and ethnicities in main roles of the story. Additionally, the use of cultural diversity is respectful to various ethnicities. Some books may be classified as culturally neutral, meaning they cannot be scored in terms of cultural diversity or respect. These include books where no humans are present (e.g., books about a specific type of animal).	Green
		Option 1: The book includes diverse individuals in main roles of the book, and the content is respectful to various ethnicities. OR Option 2: The book is culturally neutral (e.g., uses all non-human and non-gendered characters).
		Yellow
		The book includes diverse individuals in supportive roles of the book, and the content is respectful to various ethnicities and other individual differences.
		Red
		The book does not include diverse individuals, or the content is disrespectful of various individual differences (e.g., uses stereotypes or falsely characterizes groups of people).
Documentation		
The book is rated green for cultural inclusivity because the book is culturally neutral. There are no humans depicted and no statements that would be disrespectful of certain groups.		

Appendix Read-Aloud Book Rubric

Text Feature	Definition	Rating
1. Academic Vocabulary	How many general-academic and/or domain-specific vocabulary words are in the book? General-academic words are defined as words that are used across academic domains or are likely to be used in school settings. These words are not necessarily used in everyday conversations by young students. Domain-specific words are those that are unique to a content area such as science or social studies.	Green
		The book must include 3 to 5 general-academic/domain-specific words that are necessary to support students' understanding of the book content or that will be used in future activities.
		Yellow
Documentation		The book contains 1 to 2 general-academic/domain-specific words that are necessary to support students' understanding of the book content or that will be used in future activities.
		Red
		The book contains no general-academic/domain-specific words that are necessary to support the understanding of the book or that will be used in future activities.
		

Text Feature	Definition	Rating
2. Sentence Variety	Does the book include a variety of sentences? Sentence variety means the book contains a range of sentence lengths: a. Short sentences: 1 to 5 words b. Medium sentences: 6 to 12 words c. Long sentences: 13+ words It also means the book has an average sentence length that indicates it has enough opportunity to experience language use but is not too complex for children to understand. Calculate average sentence length by adding all the words and dividing the sum by the total number of sentences in the book.	Green
		Book contains at least 5 sentences in each of the different length designations (short = 1 to 5 words, medium = 6 to 12 words, and long = 13+ words) and has an average sentence length between 7 and 18 words.
		Yellow
		Book contains fewer than 5 sentences in each length designation (short = 1 to 5 words, medium = 6 to 12 words, and long = 13+ words) or has an average sentence length of either 6 words or 19+ words.
		Red
Documentation		More than half of the book sentences are short (1 to 5 words) or the average sentence length is in the short range (1 to 5 words).

Text Feature	Definition	Rating
3. Supportive Visuals	Does the book provide visual representations that support understanding of the book and having discussions about the content? Supportive visuals are defined as pictures/illustrations that support student's listening comprehension of the book and support adult-child conversations about the book.	Green
		All pictures/illustrations support listening comprehension and foster discussions about the reading.
		Yellow
Documentation		Most pictures/illustrations support listening comprehension and foster discussions about the reading.
		Red
		None of the pictures/illustrations support listening comprehension or foster discussions about the reading.
		

Text Feature	Definition	Rating
4. Cultural Inclusivity	Is the book culturally diverse and respectful of various ethnicities? Cultural inclusivity is defined as having representations of different races, genders, nationalities, and ethnicities in main roles of the story. Additionally, the use of cultural diversity is respectful to various ethnicities. Some books may be classified as culturally neutral, meaning they cannot be scored in terms of cultural diversity or respect. These include books where no humans are present (e.g., books about a specific type of animal).	Green
		Option 1: The book includes diverse individuals in main roles of the book, and the content is respectful to various ethnicities. OR Option 2: The book is culturally neutral (e.g., uses all non-human and non-gendered characters).
		Yellow
		The book includes diverse individuals in supportive roles of the book, and the content is respectful to various ethnicities and other individual differences.
Documentation		Red
		The book does not include diverse individuals, or the content is disrespectful of various individual differences (e.g., uses stereotypes or falsely characterizes groups of people).

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