



Text Coding in Social Studies

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Bureau of Standards and Instructional Support

Desired Outcomes

Participants will:



- Understand what text coding is.
- Be able to use it strategically to support the teaching and learning of informational text.

Overview

- What is text coding?
- Application of text coding to the social studies classroom
- Resources

Text Coding

- AKA annotation, text marking or “thinking notes”
- Doug Fisher and Nancy Frey call text coding “Reading with a pencil.”
- Not the same as highlighting
- Can be done with digital or print text
- Can start in kindergarten – Have students label pictures they have drawn or pictures from a magazine, for example.

Reader's Notations <i>Use these marks to make your notations easier to write and read!</i>	
	 
→	connection, leads to
↔	cause and effect
re	in reference to
i.e.	that is
e.g.	for example
=	equal; is
≈	approximately equal
≠	not equal; not
← pg. #	connects to another page
Def.?	unknown word to look up
W/	with
W/O	without
&	and

Teach them a notation system appropriate for the content area and level

Frey, N., & Fisher, D. (2007). *Reading for information in elementary school*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

K-5

1. **Underline** the major points.
2. **Circle** keywords or phrases that are confusing or unknown to you.
3. **Use a question mark (?)** for questions that you have during the reading. Be sure to write your question.

6-8

1. Underline the major points.
2. Circle keywords or phrases that are confusing or unknown to you.
3. Use a question mark (?) for questions that you have during the reading. Be sure to write your question.
4. **Use an exclamation mark (!)** for things that surprise you, and briefly note what it was that caught your attention.
5. **Draw an arrow (↔)** when you make a connection to something inside the text, or to an idea or experience outside the text. Briefly note your connections.

9-12

1. Underline the major points.
2. Circle keywords or phrases that are confusing or unknown to you.
3. Use a question mark (?) for questions that you have during the reading. Be sure to write your question.
4. Use an exclamation mark (!) for things that surprise you, and briefly note what it was that caught your attention.
5. Draw an arrow (↔) when you make a connection to something inside the text, or to an idea or experience outside the text. Briefly note your connections.
6. **Mark EX** when the author provides an example.
7. **Numerate** arguments, important ideas, or key details and write words or phrases that restate them.

Fisher and Frey (2007)

Developing Text Codes

Shallow Coding

- Engages students in the text
- Helps them monitor their own comprehension
- Codes such as:

N = new
information

I = I know this

? = I don't

understand

C = Connection

A = Agree

D = Disagree

☺ I like this

☹ I don't like this

! This is

important

Deep Coding

- Challenges students to think with greater depth
- Codes align with the structure or thinking behind the text
- Codes such as:

Cause and effect:

M = Much impact

L = Little impact

C = Cause

E = Effect

Multiple perspectives:

P1 = Perspective 1

P2 = Perspective 2

Problem/solution:

P = Problem

S = Solution

Compare/contrast:

S = Similar/Same

D = Different

Developing Text Codes

Additional Deep Coding

H (hypothesis)
O (observation)
FI (finding)
FA (fact)

P (problem)
S (solution)
N (neutral)

P (Political)
S (Social)
E (Economic)

I (initial event)
S (subsequent event)
P (post event)

S (plant structure)
H (plant habitat)

S (substance)
R (reaction)
P (product of reaction)

P (problem)
S (solution)
F (factors)

A (argument)
C (counter-argument)
AKP (A key point), CKP (C key point)

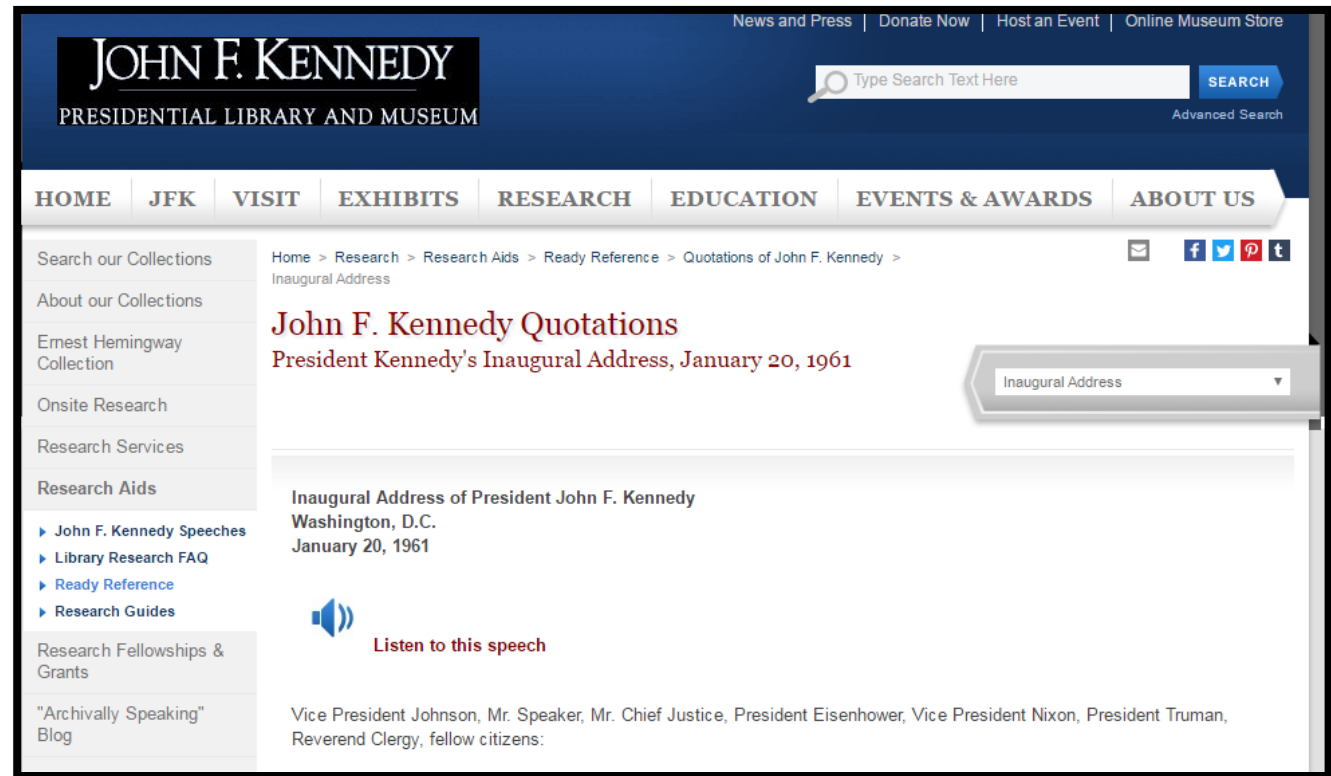
Social Studies Codes – Examples

P	Political
E	Economic
R	Religious
S	Social
I	Intellectual
A	Artistic
W	Words
A	Actions
V	Visuals
E	Emotions

L	Logos
P	Pathos
E	Ethos
C	Cause
E	Effect
!	Main idea
C	Claim
E	Evidence
?	Question

John F. Kennedy's inaugural address

L- Logos
P- Pathos
E- Ethos



The screenshot shows the website of the John F. Kennedy Presidential Library and Museum. The header includes the site name and a search bar. The navigation menu has links for HOME, JFK, VISIT, EXHIBITS, RESEARCH, EDUCATION, EVENTS & AWARDS, and ABOUT US. The left sidebar lists various collection and research options. The main content area displays the breadcrumb trail: Home > Research > Research Aids > Ready Reference > Quotations of John F. Kennedy > Inaugural Address. Below this, the title 'John F. Kennedy Quotations' is followed by 'President Kennedy's Inaugural Address, January 20, 1961'. A dropdown menu is set to 'Inaugural Address'. The main text area contains the title 'Inaugural Address of President John F. Kennedy', the location 'Washington, D.C.', and the date 'January 20, 1961'. A speaker icon and the text 'Listen to this speech' are present. The beginning of the speech text is visible: 'Vice President Johnson, Mr. Speaker, Mr. Chief Justice, President Eisenhower, Vice President Nixon, President Truman, Reverend Clergy, fellow citizens:'.

<https://www.jfklibrary.org/Research/Research-Aids/Ready-Reference/JFK-Quotations/Inaugural-Address.aspx>

SS.912.A.7.4 Evaluate the success of
1960s-era presidents' foreign and
domestic policies.

State of the Union Address

P – Political

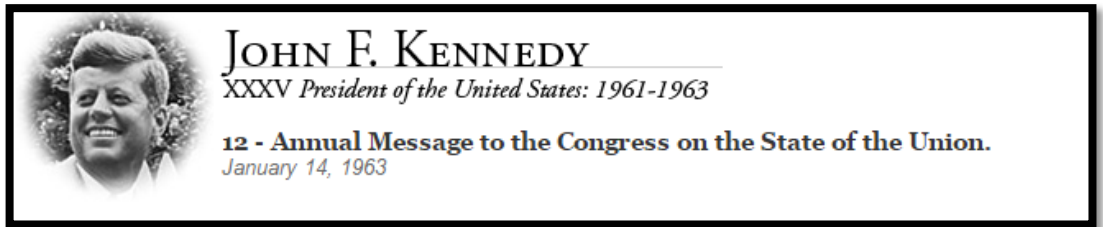
E – Economic

R – Religious

S – Social

I – Intellectual

A – Artistic



Kennedy 1963 State of the Union Address

<http://www.presidency.ucsb.edu/ws/?pid=9138>



Johnson 1964 State of the Union Address

<http://millercenter.org/president/lbjohnson/speeches/speech-3382>

www.FLDOE.org

SS.912.A.7.4 Evaluate the success of 1960s-era presidents' foreign and domestic policies.



Theodore Roosevelt

W – Words

A – Actions

V – Visuals

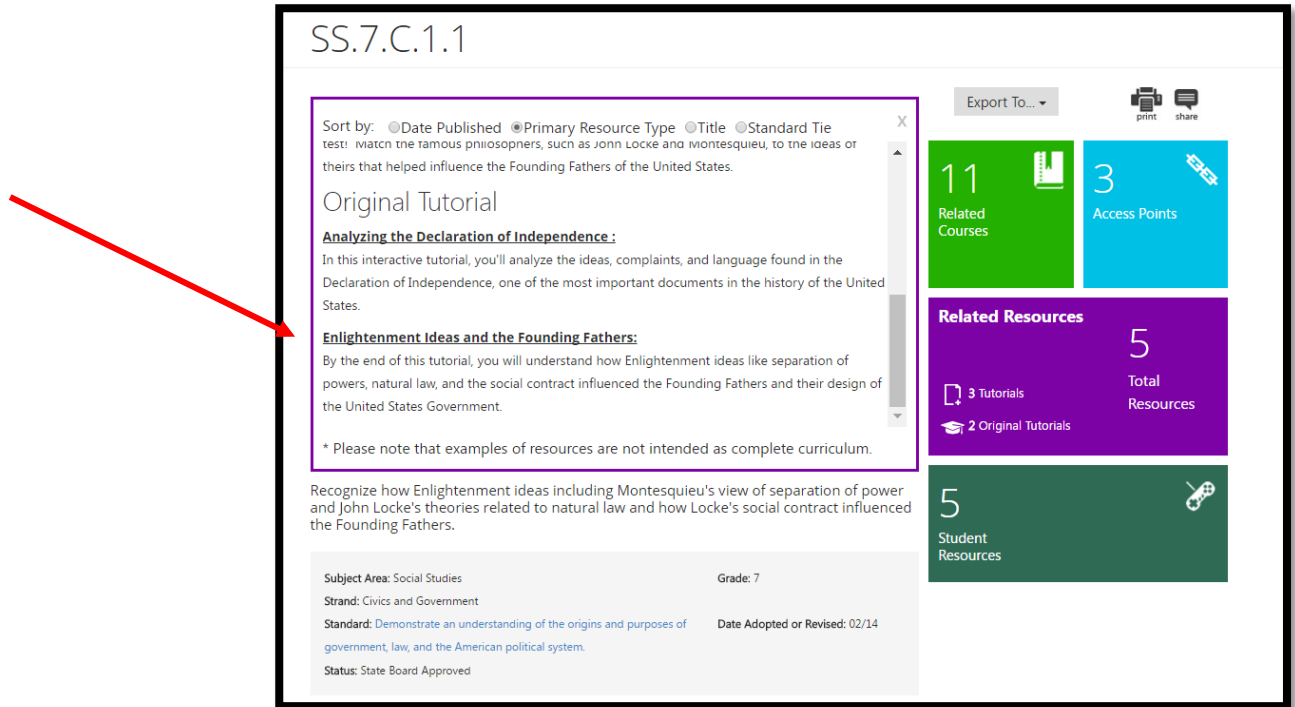
E – Emotions

SS.912.A.4.1 Analyze the major factors that drove United States imperialism.



Source: Public Domain

SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.



SS.7.C.1.1

Sort by: ☐ Date Published ☒ Primary Resource Type ☐ Title ☐ Standard Tie test: match the famous philosophers, such as John Locke and Montesquieu, to the ideas or theirs that helped influence the Founding Fathers of the United States.



Original Tutorial

Analyzing the Declaration of Independence:
In this interactive tutorial, you'll analyze the ideas, complaints, and language found in the Declaration of Independence, one of the most important documents in the history of the United States.

Enlightenment Ideas and the Founding Fathers:
By the end of this tutorial, you will understand how Enlightenment ideas like separation of powers, natural law, and the social contract influenced the Founding Fathers and their design of the United States Government.

* Please note that examples of resources are not intended as complete curriculum.

Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.

Export To...  

11 Related Courses

3 Access Points

Related Resources

5 Total Resources

3 Tutorials

2 Original Tutorials

5 Student Resources

Subject Area: Social Studies Grade: 7

Strand: Civics and Government

Standard: Demonstrate an understanding of the origins and purposes of government, law, and the American political system. Date Adopted or Revised: 02/14

Status: State Board Approved

<http://www.cpalms.org/Public/PreviewStandard/Preview/3180>

www.FLDOE.org

Enlightenment Ideas and the Founding Fathers

Separation of Powers



Montesquieu

It is human nature to abuse power!

Divide Governments into three branches!

'Checks and Balances' will prevent tyranny!

3 Branches

Legislative - makes laws
Executive - enforces laws
Judicial - interprets laws
Checks and balances



Enlightenment Ideas and the Founding Fathers

Natural Rights

John Locke

English Bill of Rights

Natural Rights

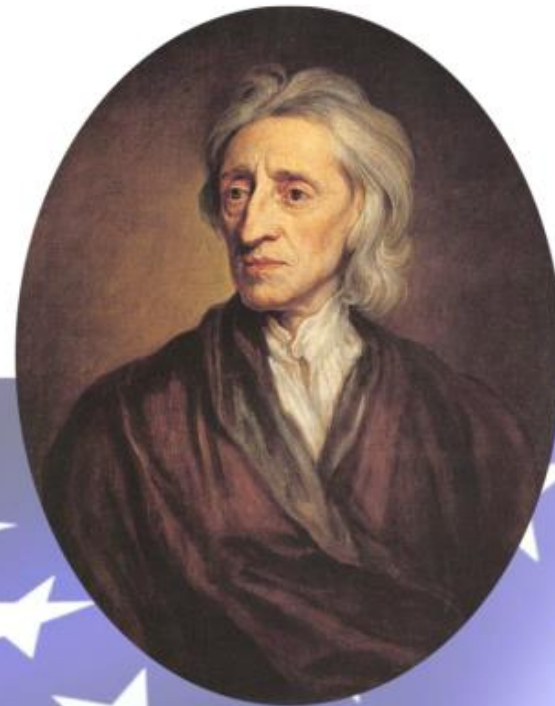
Yours at birth

Life

Liberty

Property

Religious freedom





Enlightenment Ideas and the Founding Fathers

Social Contracts

Social Contract:



If the Government does not hold up its end of the deal, the people can replace it.

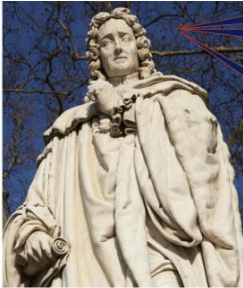


Text-Codes

Recognize how Enlightenment ideas including Montesquieu's view of **separation of power** and John Locke's theories related to **natural law** and how Locke's **social contract** influenced the Founding Fathers.

- Separation of power (SP)
- Natural law (N)
- Social contract (SC)

Separation of Powers



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3 Branches

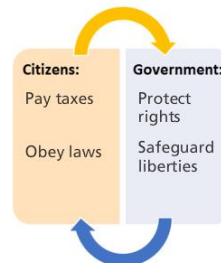
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Checks and balances

Montesquieu

Separation of power (SP)

Social Contracts

Social Contract:

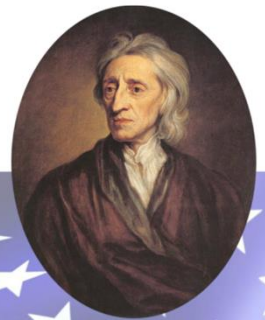


If the Government does not hold up its end of the deal, the people can replace it.

Social contract (SC)

Natural Rights

John Locke
English Bill of Rights
Natural Rights
Yours at birth
Life
Liberty
Property
Religious freedom



Natural law (N)



Standard

SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.

Separation of power (SP) - Natural law (N) - Social contract (SC)

Line #		Code
1.	Excerpts from the Declaration of Independence (1776)	
2.		
3.	We hold these truths to be self-evident, that all men are created equal, that they are	
4.	endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty	
5.	and the pursuit of Happiness.--That to secure these rights, Governments are instituted	
6.	among Men, deriving their just powers from the consent of the governed, --That whenever	
7.	any Form of Government becomes destructive of these ends, it is the Right of the People to	
8.	alter or to abolish it, and to institute new Government, laying its foundation on such	
9.	principles and organizing its powers in such form, as to them shall seem most likely to effect	
10.	their Safety and Happiness	
11.		
12.	For taking away our Charters, abolishing our most valuable La	
13.	fundamentally the Forms of our Governments:	
14.	For suspending our own Legislatures, and declaring themselves	
15.	legislate for us in all cases whatsoever.	

Space for coding text

Standard

SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.

Separation of power (SP) - Natural law (N) - Social contract (SC)

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6.	to secure these rights, Governments are instituted among Men,	
7.	deriving their just powers from the consent of the governed, --That	
8.	whenever any Form of Government becomes destructive of these ends,	
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10.	Government, laying its foundation on such principles and organizing its	
11.	powers in such form, as to them shall seem most likely to effect their	
12.	Safety and Happiness	
13.		

Line numbers

Space for
coding
and notes

Think Aloud

SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.

Separation of power (SP) - Natural law (N) - Social contract (SC)

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Think Aloud

- | | | |
|-----|---|----|
| 36. | Article. I, Section. 7. | SP |
| 37. | Every Bill which shall have passed the House of Representatives and the | |
| 38. | Senate, shall, before it become a Law, be presented to the President of | |
| 39. | the United States; If he approve he shall sign it, but if not he shall return | |
| 40. | it, with his Objections to that House in which it shall have originated, | |
| 41. | who shall enter the Objections at large on their Journal, and proceed to | |
| 42. | reconsider it. If after such Reconsideration two thirds of that House | |

Now What?

Text coding can lead into other standards based activities.

- Text-based collaborative project
- Text-based conversation
- Text-based graphic organizer
- Text-based writing

Text-based Graphic Organizer

Every Bill which shall have passed the House of Representatives and the Senate, shall, before it become a Law, be presented to the President of the United States ... (Constitution; 33-34).

Separation of power (SP)

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause ... (4th Amendment; 65-67).

Natural law (N)

That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it ... (Declaration of Independence; 6-8).

Social contract (SC)

Text-based writing and/or conversation

- Prompt: How did the concepts of separation of powers, natural law, and social contract influence the ideas in the Declaration of Independence, the United States Constitution, and the United States Bill of Rights.

Methods for text coding

- Sticky notes
- Clear paper protectors and dry-erase markers
- Annotate directly on the document
- Electronically – class white board, individual devices
- Gradual release – students may begin in groups or pairs to learn the process, and then become independent

Sticky notes

SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.

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11.		
12.	For taking away our Charters, abolishing our most valuable Laws, and altering	
13.	fundamentally the Forms of our Governments:	
14.	For suspending our own Legislatures, and declaring themselves invested with power to	
15.	legislate for us in all cases whatsoever.	
16.	He has abdicated Government here, by declaring us out of his Protection and waging War	
17.	against us.	
18.	He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of	
19.	our people.	
20.		
21.	Excerpts from the Bill of Rights of the United States if America (1789)	
22.		
23.	We the People of the United States, in Order to form a more perfect Union, establish	
24.	Justice, insure domestic Tranquility, provide for the common defence, promote the general	
25.	Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and	
26.	establish this Constitution for the United States of America.	
27.		
28.	Article. I, Section. 1.	
29.	All legislative Powers herein granted shall be vested in a Congress of the United States,	
30.	which shall consist of a Senate and House of Representatives.	
31.		
32.	Article. I, Section. 7.	SP
33.	Every Bill which shall have passed the House of Representatives and the Senate, shall,	
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35.	he shall sign it, but if not he shall return it, with his Objections to that House in which it shall	
36.	have originated, who shall enter the Objections at large on their Journal, and proceed to	
37.	reconsider it. If after such Reconsideration two thirds of that House shall agree to pass the	
38.	Bill, it shall be sent, together with the Objections, to the other House, by which it shall	
39.	likewise be reconsidered, and if approved by two thirds of that House, it shall become a Law	
40.		
41.		



Clear paper protectors and dry-erase markers

SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.

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SC
if destructive
then alter/
abolish

SP - return it
is this the
reto power?

Annotate directly on the document

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SC if destructive then alter/abolish

SP return it, is this the veto power?

Electronically

3.	We hold these truths to be self-evident, that all men are created equal, that they are	SC
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Examples for other content area text

- **ELA** – Text code poetry for figurative language, literary fiction for story elements or character development, literary non-fiction for craft
- **Science** – Text code for cause/effect, vocabulary
- **Math** – Code for question, essential/non-essential information, what are the numbers or unknowns

Resources

SOCIAL STUDIES

Instructional Resources

Parent & Student Resources

Instructional Resources

Social Studies Resources

[Social Studies Web-Based Resources](#) (PDF) - This document is intended to provide resources to support instruction of the Florida Next Generation Sunshine State Standards and the Florida Department of Education's Social Studies Education Program.

Webinars

- [United States History End-of-Course Assessment \(EOCA\) Overview \(9/13/16\)](#)
- [Civics End-of-Course Assessment \(EOCA\) Overview \(9/14/16\)](#)
- [Overview of Social Studies Education in Florida \(9/15/16\)](#)
- [Text Coding in Social Studies \(10/12/16\)](#)

<http://www.fldoe.org/academics/standards/subject-areas/social-studies/instruct-resources.html>

For more information, contact

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Julia.Somers-Arthur@fldoe.org



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