**Deep Coding Examples**

* Text-reading that focuses on cause and effect:

M = Much impact

L = Little impact

C = Cause

E = Effect

* Text-reading that includes multiple perspectives:

T = Threat

H = Hopeful

N = Neutral

P1 = Perspective 1

P2 = Perspective 2

* Text-reading that focuses on problem and solution:

P = Problem

S = Solution

* Text-reading that focuses on compare/contrast:

S = Similar/Same

D = Different

**Shallow Coding Examples**

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 information

A NOTE ABOUT CODING

 In order for coding to be effective, careful selection of the symbols used for coding is important. A coding system can range from shallow to deep. Teachers need to practice coding the text to make sure that the coding symbols selected will work in instruction.

 A shallow system of codes can be used with any text which may engage students during text reading. For students needing practice opportunities to monitor their own general comprehension, a shallow coding system may be appropriate. However, it does not necessarily help students think deeply as they read.

 A deep coding system challenges students to think with greater depth as they read. This type of coding aligns with the thinking behind the text and/or the text topic. These codes reflect complex thinking such as cause/effect and compare/contrast.

**Extensions**

• Have students compare and discuss how they coded sections of the text.

• After students are comfortable with coding using the teacher-provided codes, encourage them to develop additional codes appropriate to the purpose for reading a particular text.

**Additional Examples of Deep Codes that have been used in Text Marking for the Comprehension Instructional Sequence**

H (hypothesis)

O (observation)

FI (finding)

FA (fact)

S (plant structure)

H (plant habitat)

M (much impact)

S (some impact)
L (little impact)

P (problem)

S (solution)

N (neutral)

M (much control)

S (some control)

L (little control)

A (argument)

L (logical support)

I (illogical support)

P (actions to protect the crew)

R (actions that put the crew at risk)

P (Political)

S (Social)

E (Economic)

I (initial event)

S (subsequent event)

P (post event)

S (substance)

R (reaction)

P (product of reaction)

**Additional Resources: Public Domain Texts**

For public domain text, there are several websites that may be used as resources.

The Project Gutenberg site has many classics:

<http://www.gutenberg.org/wiki/Main_Page>

For science related articles, the National Science Foundation provides a great source for titles, particularly health:

<http://www.nsf.gov/>

This website includes a thorough list of other websites offering public domain materials sorted by category:

<http://www.instructionaldesign.org/public_domain.html>

Free tools used for Text Complexity readability calculations:

<http://www.lexile.com/analyzer/> and <http://www.interventioncentral.org/index.php?option=com_content&view=article&id=192>