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to email with questions

SINCERELY,
KAREN
HAAG

Code Nonfiction Connections

Learning Target: I can use coding to slow me down to think deeply about ideas.

ENGAGE: Post a magazine article on a chart stand. Tell students that across the country boys and girls are learning to code text and that you want them to try it. I show students the chapter in *Nonfiction Matters* by Stephanie Harvey so they can see a model.

EXPLAIN: Think aloud and model how to code an article in a magazine. Read each sentence and code each sentence, talking aloud about how you use these codes suggested in *Nonfiction Matters* by Stephanie Harvey:

I = important ideas
W = wonder about this
***** = interesting fact
L = learned something new
C = connection," reminds me"

For example:

TIME FOR KIDS **L***
Oct. 21, 2011 **W***

Debate! **c**

Do boys and girls learn better together or apart? **w**

Can separating boys and girls improve their performance at school? **I** Or do boys and girls need to be together to learn to get along? **W** There is no right answer. **C** But many people have strong opinions about the topic. **W** Some people believe that single-gender schools are the best bet. **W *** Others believe that coed schools give kids a stronger start. **W**

Single-gender education is on the rise. **I** In the mid-1990s, there were only two single-gender public schools in the nation. **I** Today, more than 500 public schools in 40 states have only boy students, only girl students or some classes that are single-gender. **W**

The authors of a new report in *Science* magazine reviewed existing research about single-gender schools. **I** Their report argues against this type of education. **CL** They say it reduces boys' and girls' opportunities to work together, and reinforces gender stereotypes. **C** A stereotype is an inaccurate oversimplified image of a group. **I**

"Boys who spend more time with other boys become increasingly aggressive," the article says. **I*L** "Similarly, girls who spend more time with other girls become more gender-typed."**I*L** The authors also argue that there is no scientific evidence that single-gender schooling leads to better academic outcomes. **ICL**

NOTE: Be very careful with students with reading and writing disabilities. Coding and writing can actually BREAK DOWN comprehension. You may want them to record what they want to talk about using codes or very brief notes. Talk to each child to find out what works.

MATERIALS
Codes for students p 5
Codes Poster p 6
Debate article – p 4
Marking pen
Doc Cam, chart board or SmartBoard
Gathering space
Selection for students to code

EXPLORE: Select a different article for your students to read and code. Harvey suggests that students code every sentence when they're learning. I found that helpful. In that way, students could not say, "I don't have any connections." They can use more than one code for each sentence.

EVALUATE → REVISIT LEARNING TARGET & SHARE: Gather back together.

- Ask students to compare codes with a partner near them. Same? Different? Possible reasons?
- Share what we coded and experiences with the whole group.
- Discuss whether coding helped.
- Share what was difficult and talk through solutions. (Pay particular attention to students who say this technique didn't work for them. You may want to work with them next time to see what the problem actually is. Be on the lookout for shutting down comprehension with coding, however.)

EVALUATE → Crucial link→ EXIT SLIP: Ask students to (1) explain what coding is and (2) how they can use coding in their reading lives. Linda Hoyt in *Snapshots: The Video* suggests this reflection question: "What did we learn and how can we apply the strategy to our lives?" Collect critical formative assessment that helps you assess what children learned and what you need to teach next.

NOTE: The sharing time is so important. Often, when we share, I discover I need to do some reteaching. In this lesson, the students wrote on a *Time For Kids* article. When asked, how can you apply coding to other situations in your reading life, they had nothing to say. I helped them see that eventually they would code in their heads when they read the science and social studies textbooks. They could code on sticky notes and post them in their texts and write on the magazines we buy for them or books they own. My young readers do not make these discoveries without reflection time at the end of the lesson.

In my experience, the teacher or the students need to clearly state the how to and the application of coding at the end of this lesson.

- Will you code everything you read? (No.)
- What will you code? (Books I own, magazines and newspapers.)
- Why? (To slow down my reading. To mark ideas to discuss. To mark places that are confusing to me. To remember what I read.)
- Can you write on all texts? (No.)
- What do you do if you can't? (Record notes on sticky notes and post in the book.)
- How is coding helpful? (Coding helps us slow down and think about each sentence. It also helps the reader interpret the personal meaning of the text.)
- For what tasks? (Usually for new topics or difficult topics – more often nonfiction.)

I lead students to realize that coding can be used effectively sometimes. However, it's the student's responsibility to choose a writing strategy to match a reading task. Independent readers need to know what strategies to use with what texts and what reading situations. Through reflective questions we help students see that readers do not use every strategy every time.
*Remember, students would not be coding every sentence after the first few tries.**

Coding in elementary school leads to annotating in high school. I share these notes I took when Cris Tovani presented in Winston Salem. I can see where elementary teachers could try these codes as well to focus students on particular aspects of the reading. The codes I shared are for connecting.

Annotating: "Knowing what to write when annotating gives the reader purpose and helps the reader determine what's important (Tovani, 2006)."

Annotating Text in Social Studies: in addition to recording questions, connections that help you understand information, thinking that is new to you, and *opinions,* record...
Who – who are the most important people in the selection, why are they important.
What – the events that are important, why they are important, the conditions that made the events important
When – when did the event occur, what was happening at that time, and whether the issue has resurfaced or might resurface
Where – pinpoint where, whether the geography is significant when it happened and/or if other significant events have happened in the same place

Annotating Text in Science: in addition to recording questions, connections that help you understand information, thinking that is new to you, and *hypotheses* record...
Your analysis of the diagrams and data – the significance, the surprises, the processes that are clear and unclear, how the graphic works
What – the significance of the process, the conditions that make the event possible
Your analogy – think of a comparison that helps you understand the process
Where – pinpoint where in nature or the body the action is happening, and/or pinpoint whether there are similar events in other places that relate

Annotating Fiction: Besides recording connections to other texts and personal experiences, which help the reader understand the text, questions, opinions and ones' *emotional response*, record...
Action – what's happening, who is involved in the conflict, whether a character has changed as a result of the struggle
Who – identify the protagonist and the antagonist, how the other characters fit the plot, and what purposes each serves
Literary Elements – analyze how the author uses literary elements to convey meaning
Where and When – pinpoint the setting and how the characters respond to the setting, consider whether the setting could be considered a character

Adapted from Cris Tovani's 2006 workshop by Karen Haag

TIME FOR KIDS
Oct. 21, 2011

Debate!

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Nonfiction Connection Codes

Stephanie Harvey, *Nonfiction Matters*

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