

HEADINGS AND HIGHLIGHTS INSTRUCTIONS

Teacher Setup:

- Select text that has high value to your inquiry process (students will spend a lot of time on it)
- Paste text and insert spaces for headings
- Draft a clear focus question connected to the text that supports the unit inquiry.
- Add student directions (modify from below) and the [graphic organizer](#).

Step 1: First Quick-Read

Individually read through the paragraph. Circle confusing words (Individually, silently). Discuss or have students lookup confusing words and annotate accordingly.

Step 2: Reread, Then Create 4-5 Word Heading

Individually: Create a section headings.

- Heading should capture the essence of the section *as it relates to the focus question*.
- Write 'headings', like those that break up chapters in textbooks, not 'headlines',
- They don't have to be complete sentences.

'With Partner:

- Discuss & come to consensus on heading. Be prepared to defend the headings.
- Change both documents to match consensus.
- Copy into graphic organizer

Option: Discuss with groups of 4 (2 pairs) to come to consensus. Share out to whole class, defending and discussing the various suggestions (e.g. write and project each suggestion on the screen).

Step 3: Third Reading - Highlight Key Words: (Note: Some teachers prefer to reverse steps 2 & 3)

Individually: Select and 'Comment' words and phrases that support consensus headings.

With Partner: Confirm keywords. Copy into graphic organizer

Step 4: Complete Graphic Organizer Row: (with partner). Discuss and complete 3rd column "How does this help answer the questions?" Use complete sentences. This crucial step aids in analysis.

Repeat for remaining sections / headings. Note: work paragraph by paragraph initially.

Step 5: Respond to writing prompt (individually)

DIGITAL ADAPTATION - OPTIONS W/ GOOGLE DOCS (See detailed notes):

- Use "Insert Comment" to identify and define confusing words.
- Use [Highlighter Tool](#) or "Insert Comment" to 'highlight' key word. Can add 1-5 stars (* * *) to rank keywords by importance / relevance, and/or add notes to explain relevance to heading & focus question.
- Add box below each section to answer "How does this help answer the focus question" instead of creating and using a separate graphic organizer.
- Always teach paper-based before using digital platform.



Lesson Planning Tips:

Process:

- Clarify learning goals of lesson that help answer the unit inquiry.
- Select text that is key to the lesson's goal.
- Write a content 'focus' question that will require students to make meaning of the reading.
- Choose a reading strategy and scaffolds based on your students' needs
- **Create a key and answer the prompt yourself!!** (*Don't skip this step*)

Text Selection: Select text that is key to answering the focus question.

- Do you need to excerpt or condense the text?
- Does it contain the necessary information to answer the question?
- Is the text appropriate for your students?
- Are the reading strategies and scaffolds sufficient?

EXTENSION: Students find appropriate insertion points on their own based on structure of a longer text: i.e., do not preset "Heading 1:", "Heading 2:" etc. cues to show where to break text.

Graphic Organizer Design:

Focus Question: _____

Heading	Evidence (Highlights)	How does this idea and evidence help answer the focus question?