HEADINGS AND HIGHLIGHTS INSTRUCTIONS

Step 1: First Quick-Read

Individually read through the text. Circle confusing words. Clarify words and annotate accordingly.

Step 2: Reread 1st Section, Then Create 4-5 Word Heading

Individually: Create a section heading.

- 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 (i.e., these aren't summaries).

Partners:

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

Groups: Discuss within groups of 4 (2 pairs) and come to consensus as a group.

Whole Class: Share out to the whole class, defending and discussing the various suggestions (Teacher moderates after writing or projecting the suggestions).

Step 3: Third Reading - Highlight Key Words:

Individually: Select words or short phrases that support consensus headings.
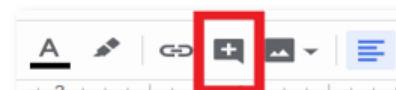**Partners**: Confirm keywords. Copy into graphic organizer

Step 4: Complete Graphic Organizer Row: (with partner). Discuss and complete the 3rd column

"How does this help answer the questions?" Use complete sentences. *This crucial step aids in analysis.*

Repeat for remaining sections / headings. *TIP: Work paragraph by paragraph initially.*

Step 5: Respond to writing prompt (individually or with partners)

DIGITAL ADAPTATION - Google Docs *(TIP: Teach paper-based before*

going digital):

- Use "Insert Comment" to identify and define confusing words.

- Use Highlighter Tool or "Insert Comment" to 'highlight' key words. You can add 1-5 stars (* * *) to rank keywords by importance / relevance, and/or add notes to explain relevance to the heading & focus question.

- Add a box below each section to answer "How does this help answer the focus question" instead of creating and using a separate graphic organizer.

history-social science PROJECT

Lesson Planning Tips:

Process:

- Clarify learning goals of the lesson that help answer the unit inquiry.
- Select text that is key to the lesson's goal (They'll spend a lot of time on it)..
- Write a 'focus' question that connects the text to the lesson and unit inquiry.
- **Create a key and <u>answer the prompt yourself!!</u>** *(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?
- Do you need to add additional reading or comprehension strategies?

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

Graphic Organizer *(copy and paste full-page*):

Focus Question: _____

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

UCB history-social science PROJECT

Lesson Question: *Insert focus question for reading*

Heading 1: _____

Insert section 1 text

Heading 2: _____

Insert section 2 text

Heading 3: _____

Insert section 3 text

Heading 4: _____

Insert section 4 text

UCB history-social science PROJECT

Focus Question:

Topic
Sentence: _____

_____

Detail
1:                  _____

_____

Detail
2:                  _____

_____

Detail
3:                  _____

_____

Concluding
Sentence   _____

_____

_____