

Selective Underlining or **Highlighting**

Introduce students to the Selective Highlighting/Underlining strategy and discuss the purpose of the activity (i.e., focus on vocabulary, main ideas, etc.). Then model the procedure to ensure that students understand how to use Selective Highlighting/Underlining. Give students time and means to practice the technique and reinforce successful performance. Monitor and support students as they work.

Teacher should ask students to:

1. Read through the selection first.
2. Reread one paragraph or section at a time and begin to highlight main ideas and their supporting details.
3. Highlight only the facts which are important or the key vocabulary. Do not the entire sentence.
4. After highlighting, look at what they have highlighted and summarize what they read.
5. Take what was highlighted and write a summary paragraph.
6. Teachers may wish to have students use various colors of highlighters to identify main ideas from details (e.g., use orange to represent main ideas and yellow to represent supporting details).

When using electronic text, teachers should ask students to:

1. Read through the selection first.
2. Reread and select a portion of the text that the student wishes to highlight by highlighting or changing the font of the text OR using text boxes for comments.
3. Summarize what they read by using the highlighted text or text boxes to write a summary paragraph.

INSTRUCTIONAL TIPS:

- Remember that students will need modeling and guided practice.
- Use sample pieces of text or old textbooks for practice.
- Project the featured text and model highlighting as students complete their own copies.
- Start with main ideas. When students have a handle on that, add details.
- Another idea for practice with a text is to give individual students a blank transparency to put over a textbook page for guided practice as you work on a projected version of the text. Students will use wipe-off markers on the transparency to mark the text (clipboards are ideal for securing the transparency to the text).
- Have students independently highlight main points with a yellow highlighter. Then with teacher or peer collaboration, highlight main points (that are agreed upon) with a blue highlighter. The layered colors become green and offer a lesson in highlighting important ideas in the text.
- Model for students how writing summary margin notes (using sticky-notes if they are working with a text) can help them to continually monitor their own understanding of what they are reading.
- Teach students how to use selective highlighting/underlining as a test taking tool.
- Students are allowed to use highlighters or colored pencils on the EOG and writing test if they have received previous instruction on highlighting.