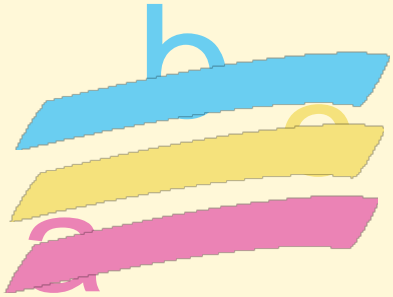
INSTRUCTIONAL STRATEGIES



Categorical Highlighting

This strategy actively engages readers in a text as they look for and annotate information that fits in predetermined categories of interest or importance.

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CATEGORICAL HIGHLIGHTING

Summary

This annotation strategy actively engages students in their reading as they search for and highlight text in predetermined categories. In contrast to the Why-Lighting strategy, which is more open-ended, this strategy begins with identifying specific ideas that students will look for.

Procedure

1. Identify two to four categories or ideas that students will look for in a given text (for example, parts of speech, wholes and parts, unit, rate, time, etc.). Alternatively, allow students to identify these categories.
2. Assign each category a specific highlighter color. As students read, they highlight text that they feel fits into a particular category with the appropriate color. Highlighting can be done individually, in a small group, or as a whole class for younger students.
3. Have students compare and discuss what they have highlighted with a partner and then with the whole class.
4. Optional: Have students write a short summary of what they learned about one of the categories, and then have one person share out about each category.