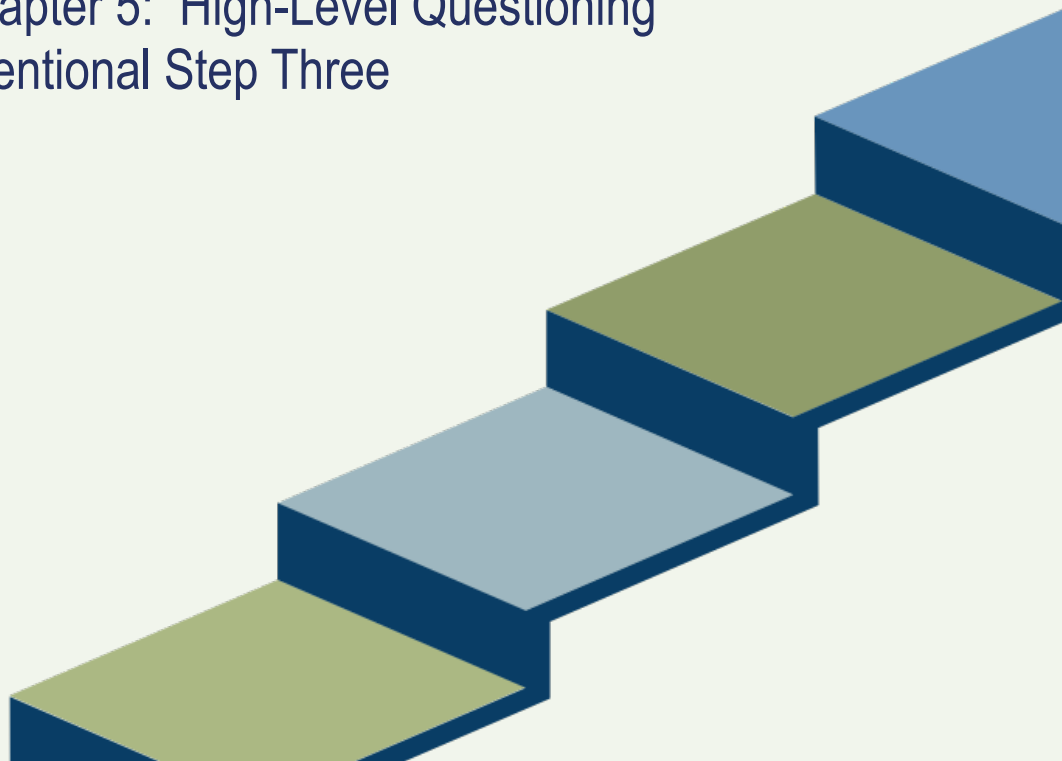


# Intentional Instructional Moves

Strategic Steps to  
Accelerate Student  
Learning

## Companion Guide

Chapter 5: High-Level Questioning  
Intentional Step Three



## Chapter 5

### **Intentional Step Three: Encourage Students to Support Their Answers with Evidence**

Students can answer high-level rigor questions independently. They might also respond to their peer's rigorous questions. But students don't necessarily supply evidence to support their answers. Or if they do, their evidence isn't always credible. Why does this matter? Because using evidence to justify an answer proves that a student's thinking isn't random. It also helps the teacher assess if the students' answers are logical and if students are utilizing credible resources and correct research skills.

#### Strategy 1: Thinking Notes Bookmark

The teacher provides rigorous questions about a text—or even a video or lecture—and then asks students to annotate the text using guidelines. A specific tool teachers can use for this is the Thinking Notes Bookmark. There are many versions of the bookmark for different grade levels, but the idea is generally the same: the teacher hands out a bookmark to students which serves as a visual key for how to annotate a text. For instance, the bookmark might instruct students to draw a star around important ideas, underline key details, and put a square around unfamiliar words or something they don't understand. Students will then read through the text and track their thinking using the visual key. See the “Thinking Notes Bookmark” handout for an example.

Using annotation tools, teachers can quickly circulate the room and observe if students are able to find evidence that matches the question, or if students are all boxing in the same unfamiliar words. Since students' notes are more visible, this strategy allows teachers to give quick feedback on student thinking. Annotation Bookmarks also gives students a more efficient method for recording their thoughts as they read. Students can engage with the text (or other

content) on a deeper level and establish a habit of looking for evidence. This introduces study skills (.46) and can also assist with outlining and transforming (.66).

### Strategy 2: Highlighting Technique

Another technique that a teacher can use is to pose questions and then ask students to highlight the answers in a text. For example, a teacher may give students an article to read and three high-level rigor questions on the back. The teacher then instructs students to highlight the answer to the first question in red, highlight the answer to the second in blue, the third in green, and so forth. As students are working, the teacher circulates to see if students are highlighting in the correct places.

This is an engaging way to get students to not only answer the question but justify their answer without having to write it out. The teacher can quickly check if multiple students are highlighting the same incorrect response and immediately address those misconceptions. Similar to Annotation Bookmarks, this strategy promotes study skills (.46), active learning, and underlining and highlighting (.50).