

Test Wise Words / Reading Strategies

Reading Strategies	Definition	Strategies
Predicting	Use the text to decide what will happen next. Readers confirm or deny predictions with support from the text.	Using the <i>Think, Pair, Share</i> technique, has students form predictions, share with a partner, and participate in a class discussion.
Inferring	Give a logical guess based on the facts or evidence presented. Use prior knowledge to help the reader figure out more than the words say.	Take a sentence from the text. Have students state the explicit meaning. Then have students guess the inferential meaning. For example: The boy shivered. The boy's body shook. (Ex) It's cold outside (Inference)
Visualizing	Use mental images that emerge from reading the text to aid in understanding.	Read aloud a descriptive passage while students close their eyes and imagine how it looks. Students then draw or write what they see and justify how the text supports their image.
Making Connections	Connect events from the text to something that is already known from real life or other reading material.	Read aloud a passage. Ask students to connect the events to something they already know about. For example: This reminds me of a nature hike I took last summer. We also got stuck in the rain.
Questioning	Allows the reader to ask questions about what they are reading.	Have students ask questions periodically while reading to set a purpose for reading on.  Have students develop questions about a text for others to answer.
Summarizing	Guide the reader to organize and restate information, often in written form. Specific summarizing skills	Have students create similes about summarizing to understand what it looks like, such as, "Summaries

	include deleting non-essential, repetitive information and choosing topic/main idea sentences.	are like condensed milk.” Have students complete graphic organizers or write summaries focusing on the beginning, middle, or end of text.
Skimming/ Scanning	Assist the reader in getting specific information from the text. Skimming is reading quickly to get the general idea or <i>gist</i> of a section. Scanning is reading quickly to locate specific information.	Brainstorm a list of textual clues that will aid in skimming/scanning, such as boldfaced type, capital letters, dates, key words, etc.  Practice skimming and scanning with short passages.
Rereading	Give the reader more than one chance to make sense of challenging text.	Have students practice rereading a passage to check for understanding and identify when rereading is helpful.
<b>Test Wise Word</b>	<b>Definition</b>	<b>Strategies</b>
Analyze	To examine closely and methodically, as a way of looking at the parts of something in order to understand the whole.	Provide students with a short passage of text. Ask students to read the passage, paying particular attention to words highlighted in bold print. Use the words to determine the setting of the passage or the author’s viewpoint, for example.
Organize	Put information, ideas, or procedures (steps) together in an orderly or functional pattern.	Provide students with a list of steps to perform a task. Ask students to arrange the steps in chronological order.
Define	To state the precise meaning of something.	Ask students to define terms related to a particular topic.
Label	To identify or describe the parts of a whole.	<ul style="list-style-type: none"> <li>● Label the parts of _____.</li> <li>● Name the attributes of _____.</li> <li>● Mark each step of _____.</li> </ul>
Respond	To reply or give an answer to a question or prompt	<ul style="list-style-type: none"> <li>● Practice responding to different types of</li> </ul>

		questions and prompts
Explain (Explanation)/ Describe	Make understandable by defining, justifying, or giving reasons for or causes of.  Mathematically, identify the procedure or steps involved in solving a problem.	<ul style="list-style-type: none"> <li>• Explain how you got your answer.</li> <li>• Justify how you performed a process.</li> <li>• Show how you got your answer.</li> </ul>
Justify /Prove/ Verify	To make an argument using evidence. To establish truth or validity.  To test the accuracy of through comparison or investigation.	<ul style="list-style-type: none"> <li>• Using the results of your experiment, prove that your hypothesis is correct or incorrect.</li> <li>• Using the results of your equation, prove that your solution is correct or incorrect.</li> <li>• Using textual evidence, prove that a character exhibits a specific trait.</li> </ul>
Compare/ Contrast	To examine closely in order to point out the similarities <b>and</b> differences between two things.	<ul style="list-style-type: none"> <li>• Compare/contrast two characters in a text.</li> <li>• Compare/contrast the outcomes of two historical events.</li> <li>• Compare/contrast the results of two science experiments.</li> </ul>
Persuade	Move another to do or agree to something. To convince, sway, or win over.	<ul style="list-style-type: none"> <li>• Write a letter to persuade the principal to _____.</li> <li>• Write an editorial to convince others support or oppose a community project.</li> </ul>
Inform	To give or provide information on a subject.	<ul style="list-style-type: none"> <li>• Inform the class of the steps taken to solve a problem.</li> <li>• Inform the reader of knowledge gained through research.</li> </ul>
Elaborate/ Expand	To express in greater length. To add to using further detail or explanation.	Provide students with a brief explanation of a topic or process. Ask students to enhance the explanation by adding additional detail or

		by explaining more thoroughly.
Support	To provide evidence for.	<ul style="list-style-type: none"> <li>• Support your opinion with evidence from a text.</li> <li>• Support a hypothesis with evidence gathered through experimentation or experience.</li> </ul>
Emphasize	To pay special attention to, or direct particular attention toward something.	<ul style="list-style-type: none"> <li>• Write a persuasive letter proposing a positive change in your community. Emphasize the benefits to your community that will result from your plan.</li> </ul>
Brainstorm	Think of several ideas. Generate a list that includes all possible ideas or solutions.	<ul style="list-style-type: none"> <li>• Brainstorm ways to solve a problem.</li> <li>• Make a list of related terms.</li> <li>• Generate some ideas to _____.</li> </ul>
Outline	To summarize the main points of a subject in an abbreviated fashion.	After reading a chapter in a textbook, ask students to outline the main points of a process. For example: Based on your reading, outline how blood travels from the heart to all parts of the body and back again.
Create/ Construct	To produce or bring into being.	<ul style="list-style-type: none"> <li>• Create a poem reflecting your idea of the perfect world.</li> <li>• Construct an experiment using the scientific method.</li> </ul>
Solve	To work out a correct solution to a problem. To follow a set procedure or a series of steps to arrive at an answer.	<ul style="list-style-type: none"> <li>• Solve a math problem using the correct procedure.</li> <li>• Solve a mystery by using clues and textual information.</li> </ul>
Evaluate/ Assess	To assert a value or worth. To calculate the mathematical value of an expression.	<ul style="list-style-type: none"> <li>• Given a mathematical expression, determine the solution. <math>(6+5)(2) =</math></li> </ul>

Apply	To put into action or to adapt. To use a concept you already know in a new situation.	<ul style="list-style-type: none"> <li>• Using your knowledge of calculating percents to add a tip to a bill at a restaurant.</li> <li>• Apply your knowledge of nutrition as you create a weekly meal plan.</li> </ul>
Revise	To look at a piece of work again for the purpose of changing or modifying. To prepare a newly corrected or edited version.	<ul style="list-style-type: none"> <li>• Ask students to use teacher feedback to revise written work.</li> <li>• Ask students to revise their hypotheses based on the results of an experiment.</li> </ul>