

Strategies for Expanding Meaning

<p>Inferring</p>	<p>Definition</p> <p>To arrive at a decision or opinion using your own knowledge and clues from the text.</p>	<p>Example</p> <p>If a story states that a boy “woke up and made himself something to eat.” You could ask, “what meal did the boy eat?” Students would use the clue in the text “woke up and ate” and their own knowledge (I know the meal I eat when I wake up is called breakfast) to determine that the boy ate breakfast .</p>
<p>Summarizing</p>	<p>Definition</p> <p>To put into your own words, a shortened version of the spoken or written material.</p>	<p>Example</p> <p>After reading <i>The Three Billy Goats Gruff</i> you may ask “In general, what was this story about?” Students should respond by briefly retelling the important points of the story in their own words. They may respond with something along the lines of, “The Three Billy Goats Gruff is about 3 goats who were hungry because all of their grass was gone so they had to trick a troll to get across the bridge to eat some new grass.”</p>
<p>Synthesizing</p>	<p>Definition</p> <p>A process where students merge new information with prior knowledge to form a new idea, perspective, or opinion.</p>	<p>Example</p> <p>To arrive at a decision or opinion using their own knowledge and clues from the text. You might ask “Is there anything you understand in a new way from reading this text?” Students may respond with, “I know Dr. Seuss is telling us to take care of the trees in the <i>Lorax</i>. I think he wants us to think about how we can take care of our environment. Things I could do at school would be to pick up trash on the playground and help keep the hallways clean!”</p>