



Literacy at Hartford Public High School

January 31, 2005
Volume 2 Number 21

Vocabulary Tests

from Test Smart by Abbamont & Brescher

Standardized and classroom tests often use similar vocabulary when presenting test questions and directions. Familiarity with these words and phrasings can be helpful when taking such tests. Increased understanding of these words and phrases will help you in responding to such test questions.

Here are some common directions used on standardized tests.

- Read the sentence and choose the meaning of the underlined word.
- Choose the best synonym for the underlined word in the sentence.
- Choose the word that best completes the sentence.
- Choose the word or group of words that means the same, or about the same, as the underlined word.
- Read the two sentences. Then choose the word that best completes both sentences.
- Read the sentence and answer the question.
- In which sentence is the word --- used incorrectly.
- Choose the word(s) that most precisely fit the meaning of the sentence.
- The word --- in line --- is best interpreted to mean:
- Choose the word(word(s) that, when inserted in the sentence, best fit(s) the meaning of the sentence as a whole.
- Which of the following words best fits into the list above?
- Which of the following best replaces the word -- - in the passage?

TEACHING STRATEGIES FOR EDITING AND REVISING

Revision is what all writers do when they review what they have written. Editing is a skill usually associated

with mechanics, grammar and spelling. The most meaningful and powerful form of revision and editing is to conduct it with one's own work in progress. Here are some suggestions that you could easily include in your lessons.

Strategy One: Provide an editing checklist. One way to create a classroom checklist is to post a class list and add items to the list as students make inquiries. Focus on one or two item for each assignment. An editing checklist may include the following:

- Do I have run-on sentences?
- Do I have sentence fragments?
- Have I used transitional phrases?
- Have I kept my verb tenses consistent?
- Have I checked on the way I used tricky homonyms (e.g., to/too/two, their/they're/there, its/it's)?

Students can create their own individual checklists to focus on their particular writing problems.

Strategy Two: Have students create their own wordbooks with lists that include words they misspell, words they would like to use in their writing, and difficult or puzzling words that they would like to look up when they have the time.

Strategy Three: When editing for spelling, have students read each line of the piece from right to left. Students will be less likely to become involved with context and more likely to notice spelling errors.

Strategy Four: Focus on no more than two or three editing errors per paper. It is often difficult for students to learn more than two or three at a time. If too many are focused on, none may be mastered. Let the students know ahead of time which elements you will be checking for in a particular assignment.