**Strategy:** PROVE-ing What you Know

**Appropriate Grade Level:** 6-12/ Well-suited for students with mild disabilities in inclusive settings.

**Procedures/Steps:** This strategy was designed to help students state what they know, explain it, and defend their understanding. Also, it guides them to seek information for concepts they do not understand. It is designed so that students can learn to self-cue when to use the strategy and monitor their performance independently. The skill addressed by this strategy is one that all students can improve on and it is appropriate for an inclusive classroom.

**P:** “Present the knowledge I will prove” cues the student to begin by naming a proposition.

**R:** “Reveal information to support my knowledge” is the rationale or the why statement.

**O:** “Offer evidence to support my knowledge” is the explanation to demonstrate the proposition is correct and support the “R” step.

**V:** “Verify my knowledge” is an explanation or example that offers evidence to support the “R,” but is taken from a resource other than memory.

**Challenge:** Student should be prepared to defend the knowledge in the face of a challenge or debate.

**E:** “Express my knowledge in a summary statement” is a new and complete statement that accounts for any confirming or challenging perspectives. The “E” step may confirm or refute the initial proposition.

**Comments and/or tips:** Using a strategy sheet that lists the steps to this method would be beneficial to prevent cognitive overload. With practice, many students will be able to recall the steps and perform the strategy in their head or on notebook paper. Students can use a completed strategy sheet to study, self-assess, organize a report, or prepare for a debate. The information can be helpful to identifying further learning goals.