The Unit Organizer

NAME _____

DATE _____

④ BIGGER PICTURE

A strategic approach to promoting content literacy

② LAST UNIT/Experience

LINCS vocabulary

① CURRENT UNIT

Word Identification

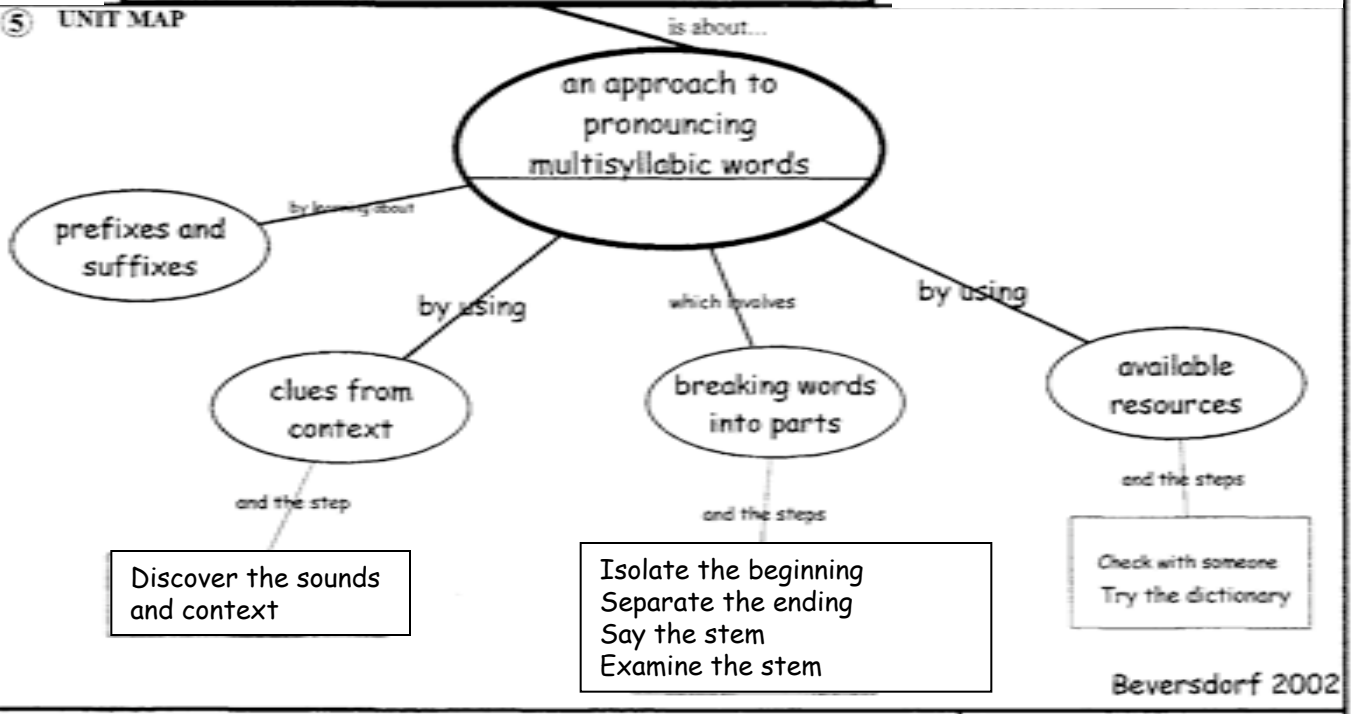
③ NEXT UNIT/Experience

CLC Overview

⑧ UNIT SCHEDULE

Pretest	
Describe	
Model	
Verbal Practice	
Controlled Practice	
Advanced Practice	
Posttest and make committments	
Generalization	
Implementation	

⑤ UNIT MAP



Beversdorf 2002

⑦ UNIT SELF-TEST QUESTIONS

1. How does knowing prefixes and suffixes help me pronounce big words?
2. How can context help me when reading?
3. Why should I take the time to break big words into parts when reading?
4. How can I use available resources appropriately to get the information I need?

⑥ UNIT RELATIONSHIPS

parts
characteristics
categories/sub-categories

Why 99% accuracy?

The man leaned against the current as he waded, waist-deep, upstream. His hands steadied either end of the furnwunch balanced across his shoulders. He had moved about 90 yards from the denup where he had entered the stream. A few yards ahead, a part of the wooded bank had been replaced by an acnrid frud. He came abreast of it, and with effort, pressed the furnwunch up and over his head, and then set it on top of the frud. He placed his hands on his hips, pulled his elbows back and arched his back in an attempt to stretch out muscles that were knotted from the prolontged exertion.

He relaxed somewhat and began a visual inspection of the frud. He moved closer to it and reached under the water to explore its surface. Moving slowly, he started the search from the downstream end. At about the rondtip he stopped and probed one area intently. Satisfied that he had located a grundle he continued to the upstream end. There was only one grundle to contend with. He retrieved the furnwunch and cradled the heavy implement as he made his way back to the rondtip. He gingerly lowerd the furnwunch, holding it perpendicular to the frud. When it reached the grundle, he slid it in its full length. He held it in place with one hand and turned the expansion lock handle until the instrument was seated tightly in place. His mission accomplished, he was clearly relieved. He waded easily downstream to the denup.

NAME_____

CONTEXT CLUES

DATE_____

Suppose you come across an unfamiliar word in your reading. You can make a good guess about the word's meaning even without looking in a dictionary. You can look for meaning clues in the words and sentences that come before and after the new word. The meaning clues you can locate near a new word are called context clues.

CLUE #1: Definition Clue

Sometimes you will find the meaning of a new word given right before or after the word. The definition will be in the same sentence. Look for a definition clue below to help know what *versatile* means.

> Many people think that Mildred "Babe" Didrikson Zaharias was America's greatest female athlete. She was a *versatile* or many-talented, performer. She won more than 50 major golf tournaments and was also one of the finest track stars in the world. In the 1932 Olympics, she won two gold medals and a silver medal.

versatile_____

CLUE #2: Series Clue

Sometimes a new word will be part of a group of words that go together. You can figure out the meaning of the new word by studying the other words in the series. Use a series clue to help you know what *perils* means in the paragraph below.

> In August 1979, Diana Nyad became the first person ever to swim from the Bahamas to Florida. She accomplished the 60-mile nonstop journey in 27 1/2 hours. Along the way, she braved rough currents, sharks, jellyfish, and other *perils* that might have harmed her.

perils_____

Clue #3: Synonym Clue

Sometimes you can spot a synonym of an unfamiliar word in a sentence near the one in which the new word appears. Look for a synonym in the story below to help you define the word *ruse*.

> In 1967, Kathy Switzer used a trick to become the first woman to compete officially in the Boston Marathon. Her *ruse* involved using only the initial of her first name on her entry form. When race officials discovered that K. Switzer was really a woman, they tried to stop her physically from running. But she pushed by the officials and completed the race.

ruse_____

CLUE #4: Antonym Clue

Sometimes you can spot an antonym of a new word in a sentence near the sentence in which the new word appears. The antonym can help you define the unfamiliar word. Look for an antonym below to help you guess what *setback* means.

> Kathy Arendsen may be the finest softball pitcher ever. Kathy pitches for the national champion Raybestos Brakettes team. In one year, she recorded 34 victories. She had only one *setback*. She even threw 14 no-hitters. Her fastball travels up to 96 miles per hour. Once, she struck out Reggie Jackson on only three pitches in an exhibition.

setback (antonym)_____ (synonym)_____

CLUE #5: Experience Clue

Sometimes you can guess the meaning of an unfamiliar word because the meaning makes sense to you. The meaning fits with things you know to be true about a subject. Use your experience to guess the meaning of *superb* in the following story about a woman athlete.

> Carl Lewis is one of the top track stars in the world, but he may be only the second-best performer in his family. His younger sister Carol is rapidly developing as a *superb* long jumper and runner. In 1981, Carol Lewis was named the Female High School Athlete of the Year. Since then, she has set several U.S. track records.

superb_____

Word Identification Strategy Quiz #1

1. The mnemonic device or word we use to remember how to cut words apart is _____.

2. When you come across a word you don't know in a sentence, you discover the _____ and _____.

3. The first step in the Word Identification Strategy is _____the _____ and _____.

4. The second step is _____ the _____.

Directions: Do step 2 on these words.

5. tricycle
6. uncertain
7. opposites
8. noncommunists
9. subsistence
10. insufficient

11. The third step is _____ the _____.

Directions: Do step 3 on these words.

12. liquefied
13. descendant
14. redistribution
15. plantation
16. interpreting
17. potential
18. necessity
19. hydroelectric
20. injustice

Name: _____ Date: _____

EXAMINE THE STEM WORKSHEET

INSTRUCTIONS: For the words listed below, the prefixes have been isolated and the suffixes have been separated. Examine the stems using the Rules Twos and Threes. Then say the whole word.

EXAMPLE: mag | nan | im |ous

avalanche

con | feder | ate

stria | tion

re | frigera | tion

para | profes | sion | al

circum | navig | ate

scandal | ous

ex | clamato | ry

non | differentia | tion

re | sponsibili | ty

gratui | ty

alveolus

multi | molecul | ar

rheumat | ic

in | ocula | tion

podiat | ry

pre | incara | tion

pauci | ty

ex | traordina | ry

pentadactyl | ism

olfacto | ry

rhododendron

gradua | tion

swindle

Word Identification Strategy Quiz #2

Directions: Fill in the blanks to complete the steps of the strategy.

1._____ the _____ and _____.

2. _____ the _____.

3. _____ the _____.

4. Say the _____.

5. Examine _____ _____.

6. _____ with someone.

7. _____ the dictionary.

What are three places where you could use this strategy?

8._____

9._____

10._____

11. In which step do you use the Rules of Twos and Threes?

_____a. try the dictionary

_____b. check with someone

_____c. examine the stem

12.The mnemonic we use to remember how to cut words apart is _____.

Directions: DISSECT these words.

13. contribution

14. Injustice

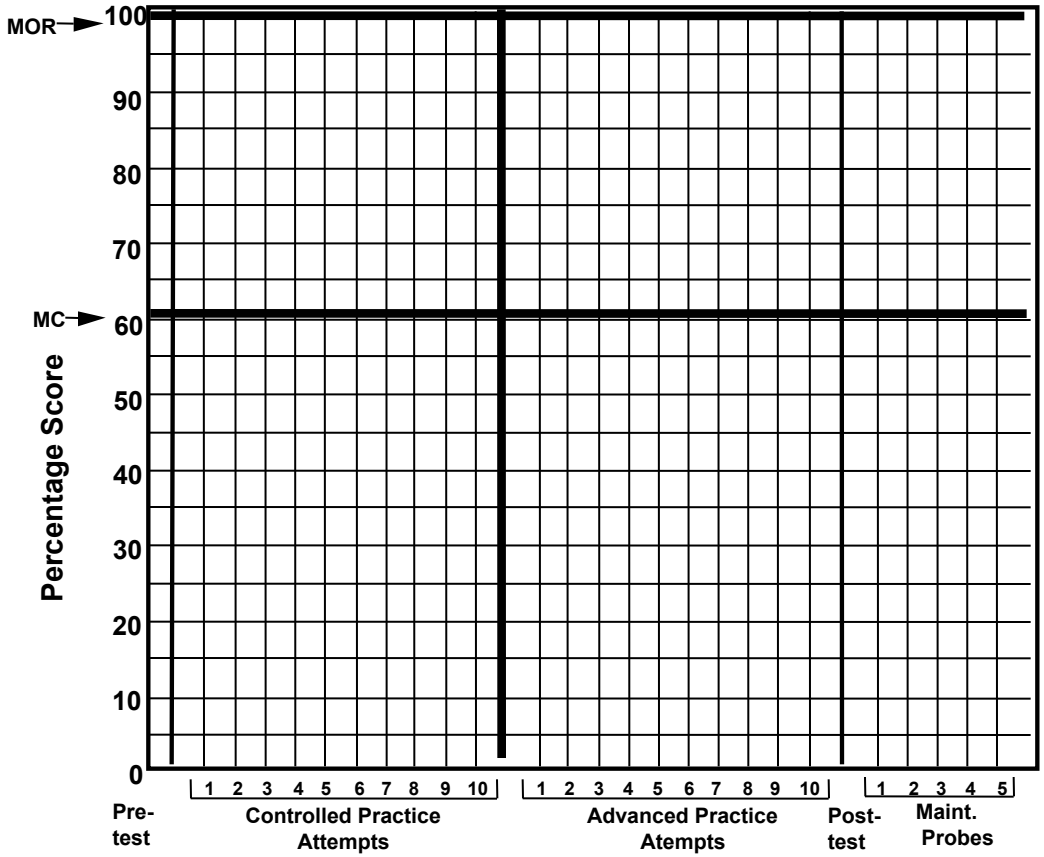
15. plantation

16. interpreting

Student's Name: _____

Word Identification Progress Chart

GOAL-SETTING SECTION	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8
Goal Date:						
Date Completed:						



Key:

Percentage of Words Correct
Percentage of Answers Correct

MOR = Mastery Level for Oral Reading = 99%
MC = Mastery Level for Comprehension = 60%

Model Passage

Bridging the Gap[1]

Bridges come in a few basic styles. There are beam, arch, cantilever and suspension bridges. The first two are thousands of years old. The others are not much newer. The bridge is man's oldest building achievement. Even early man built bridges.

Simple beam bridges were not hard to make. Dragging the rocks into place only needed some effort. Today in England, huge slabs of rocks still stand on piers across streams. These simple bridges were also found on long-dry stream beds. They've been there since prehistoric times.

The arch was used in temples and tombs long before it was used for bridges. Roman engineers built stone-arch bridges all over their empire. The most famous stone-arch bridge was Old London Bridge. This was built in 1176. It was made of 19 semicircular stone arches of different lengths. These arches were mounted on thick piers in the Thames River. Soon buildings appeared on the famous bridge. Although loaded with houses and shops, Old London Bridge never fell down. It was always fixed just in time. In the 1820s it was replaced by a new stone-arch bridge. In turn, this was also replaced in the 1960s in order to handle more traffic.

In bridge terms, a cantilever is a diamond-shaped structure. It is balanced on a pier. Two cantilevers, linked by a short support, form a very strong bridge.

We can only guess that man built suspension bridges at an early date. These early bridges were made of tough vines hung over a gorge. Branches were laid across the vines to form a roadway. In China long ago, kites were used to fly the vines across the gorge. Hundreds of such bridges were also built in South America.

Suspension bridges are compared in length of main span. The main span refers to the suspended path between the two towers. New York's Verrazano Bridge is the world's longest suspension bridge. Suspension bridges were once weak structures. They often fell down at any time. They crumpled under the marching feet of soldiers. They fell under droves of cattle. Even heavy loads of snow could make them collapse. They blew down in storms and scared travelers with their swaying. Then, a stronger metal support was added. Suddenly suspension bridges became strong and secure.

Can you imagine traveling over a swaying bridge? It's a good thing the suspension bridge improved.

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[1]This passage, which is shown in its entirety, came from Spargo, J., & Williams, G. R. (1980). *Timed Readings, Book 1.* Providence, RI: Jamestown Publishers.

SUMMARY OF SCORING

Incorrect each time

1. Mispronounces or omits any sound in the word
2. Omits the word
3. Substitutes a different word

Not incorrect

1. Mispronounces words of 3 letters or less
2. Mispronounces and then corrects the word
3. Inserts a word
4. Reverses two words or mixes up the order of two or more words but pronounces them correctly

Model Passage

Bridging the Gap[1]

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Simple beam bridges were not hard to make. Dragging the rocks into place only needed some effort. Today in England, huge slabs of rocks still stand on piers across streams. These simple bridges were also found on long-dry stream beds. They've been there since prehistoric times.

The arch was used in temples and tombs long before it was used for bridges. Roman engineers built stone-arch bridges all over their empire. The most famous stone-arch bridge was Old London Bridge. This was built in 1176. It was made of 19 semicircular stone arches of different lengths. These arches were mounted on thick piers in the Thames River. Soon buildings appeared on the famous bridge. Although loaded with houses and shops, Old London Bridge never fell down. It was always fixed just in time. In the 1820s it was replaced by a new stone-arch bridge. In turn, this was also replaced in the 1960s in order to handle more traffic.

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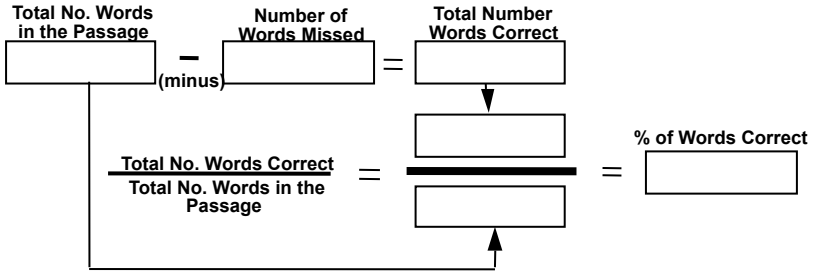
WORD IDENTIFICATION STRATEGY INDEPENDENT PRACTICE SCORE SHEET

Name:_____ Date:_____

Pretest:_____ Posttest:_____ Practice:_____ Maint. Probe:_____

Words Missed	Words Missed	Words Missed
		Words Correctly Dissected

Calculating the Score:



Verbal Practice

Person A — Partner Activity — Person B

Round 1…listen to your partner recite the steps and check accuracy

Strategy Steps

Discover the sounds and context ____

Isolate the beginning ____

Separate the ending ____

Say the stem ____

Examine the stem ____

Check with someone ____

Try the dictionary ____

Total ____ (100% mastery)

Round 1…study, then recite the steps to your partner

D

I

S

S

E

C

T

Round 2…study, then recite the steps to your partner

D

I

S

S

E

C

T

Round 2…listen to your partner recite the steps and check accuracy

Strategy Steps

Discover the sounds and context ____

Isolate the beginning ____

Separate the ending ____

Say the stem ____

Examine the stem ____

Check with someone ____

Try the dictionary ____

Total ____ (100% mastery)

Controlled AND Advanced Practice

Person A — Partner Activity — Person B

Round 1…circle incorrect words

The arch was used in temples and tombs long before it was used for bridges. Roman engineers built stone-arch bridges all over their empire. The most famous stone-arch bridge was Old London Bridge. This was built in 1176. It was made of 19 semicircular stone arches of different lengths. These arches were mounted on thick piers on the Thames River. Soon buildings appeared on the famous bridge. Although loaded with houses and shops, Old London Bridge never fell down. It was always fixed just in time. In the 1820s it was replaced by a new stone-arch bridge. In turn, this was also replaced in the 1960s in order to handle more traffic.

In bridge terms, a cantilever is a diamond-shaped structure. It is balanced on a pier. Two cantilevers, linked by a short support, form a very strong bridge.

Round 1…read aloud

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In bridge terms, a cantever is a dome-shaped structure. It is balanced on a pier. Two cantilevers, linked by a short support, form a very strong bridge.

Round 2…read aloud

We can only guess that man built bridges at an early date. These early bridges were made of tug vines hung over a forge. Branches were laid across the vines to form a roadway. In China long ago, kites were used to fly the vines across the gorge. Hundreds of such bridges were also built in South America.

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Round 2…circle incorrect words

We can only guess that man built suspension bridges at an early date. These early bridges were made of tough vines hung over a gorge. Branches were laid across the vines to form a roadway. In China, long ago, kites were used to fly the vines across the gorge. Hundreds of such bridges were also built in South America.

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Now count the total # of words missed on both sides

Calculating the Score:

Total No. Words In the Passage: 390 — Number of Words Missed: ____ = Total Number Words Correct: ____ / 390 = % of Words Correct: ____ % (99% mastery)

Posttest

Person A — Partner Activity — Person B

Round 1…read aloud and DISSECT underlined words on another piece of paper

In 1911, a New York scientist **succeeded** in producing tumors in chickens **inoculating** them with a **filtrate** of tumor tissue containing no cells. His experiments were the first clear **demonstration** of the role of a virus in one type of malignant tumor. His discovery failed to arouse much interest, however, and only a few workers continued this line of research.

But in the 1930s, two important cancer-virus discoveries were made.

First, scientists succeeded in **transmitting** a skin wart from a wild rabbit to domestic rabbits by cell-free filtrates. Moreover, inn the domestic rabbits the warts were no longer **benign** but malignant. As observed with the chicken, the filterable agent,, a virus, could seldom be recovered from the malignant tumor which it had induced.

Round 1…check off the steps as your partner completes them

Discover the sound and context	Isolate the beginning	Separate the ending	Say the stem	Examine the stem	Check with someone	Try the dictionary

Round 2…check off the steps as your partner completes them

Discover the sound and context	Isolate the beginning	Separate the ending	Say the stem	Examine the stem	Check with someone	Try the dictionary

Round 2…read aloud and DISSECT underlined words on another piece of paper

Second, in 1936, workers discovered that breast cancer in offspring of mice **occurred** only if the mother came from a strain noted for its high **incidence** of breast cancer. If the father, but not the mother, cam from the high cancer line, the young ones did not develop breast cancer. When one of the simplest **possibilities** was explored –that **malignancies** were transmitted from the mother to the young after birth – it was found that this something was a virus in the milk of the mothers. When high breast-cancer strain offspring were nursed by low breast-cancer females, the occurrence of cancer was dramatically reduced. In contrast, feeding young mice of low breast-cancer strains with milk from mice of high cancer strains greatly increased the incidence of breast cancer.

Credit for bringing the attention of **investigators** back to viruses is also probably due to two other discoveries in the 1950s. A scientist showed that mouse **leukemia** could be transmitted by cell-free filtrates. Newborn animals had to be used for these experiments.

Student Folders

Person A | Partner Activity | Person B

Round 1…find, mark, and share the page numbers of the following items in your manual with your partner

- Progress chart
- **Describe** materials (cue cards / student notes)
- **Pretest** materials and score sheet

Round 1…find, mark, and share the page numbers of the following items in your manual with your partner

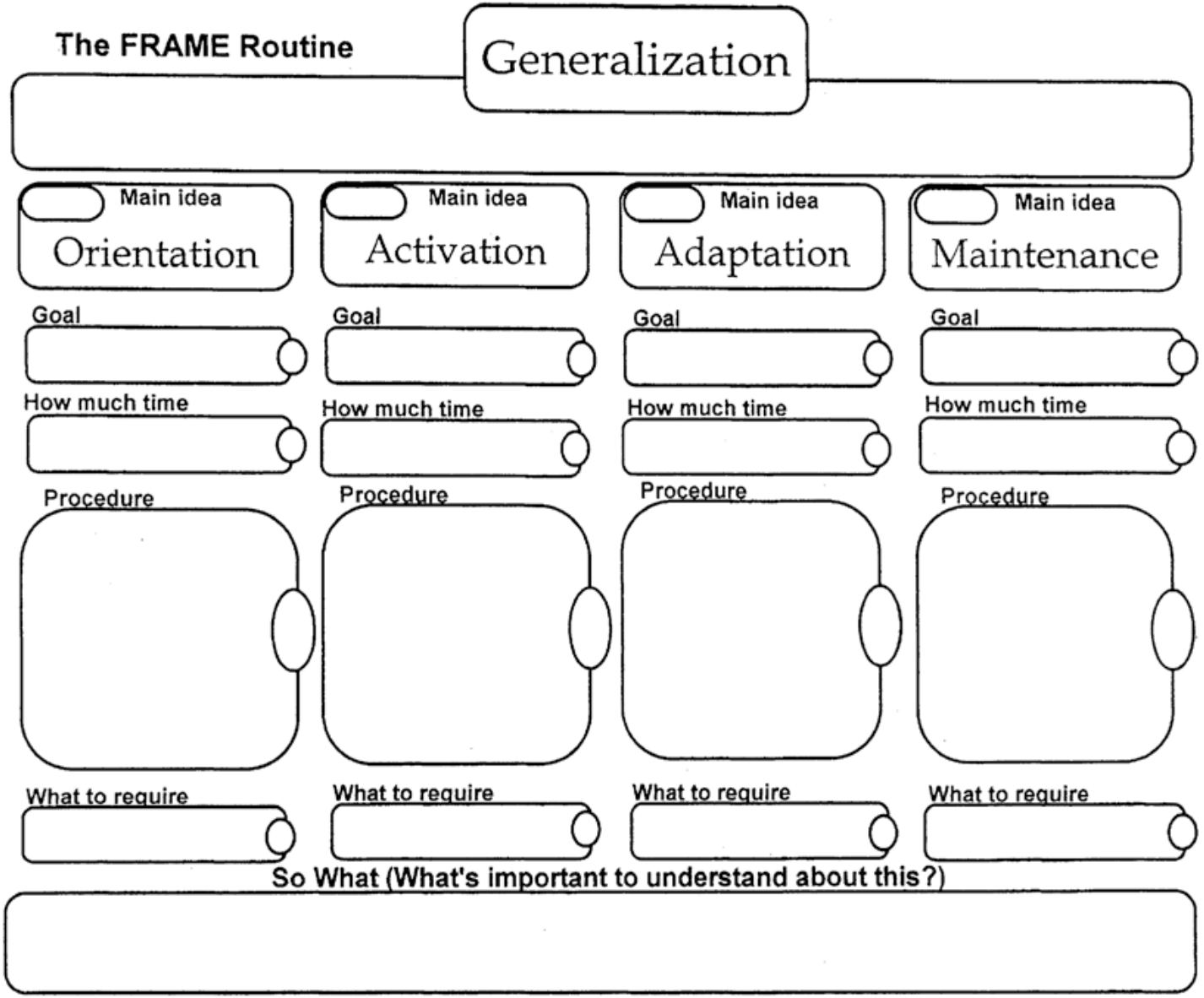
- Scoring sample showing feedback and rationale
- **Model** passage
- **Posttest** materials and score sheet

Round 2…brainstorm ideas for the following items (10 minutes)

- Sample **Pretest** student/teacher commitment to learn/teach
- **Controlled practice** materials for attempts to mastery
- Ideas for documenting **Generalization** phases and/or grade level adaptations

Round 2…brainstorm ideas for the following items (10 minutes)

- **Verbal Practice** activities
- **Advanced practice** materials for attempts to mastery
- Ideas for documenting **Generalization** phases and/or grade level adaptations


The FRAME Routine
Generalization
Main idea
Orientation
Main idea
Activation
Main idea
Adaptation
Main idea
Maintenance
Goal
Goal
Goal
Goal
How much time
How much time
How much time
How much time
Procedure
Procedure
Procedure
Procedure
What to require
What to require
What to require
What to require
So What (What's important to understand about this?)

PLANNING FOR IMPLEMENTATION

GOALS:

- Select Students for Word Identification Instruction
- Plan for Initial Strategy Instruction
- Determine Follow-Up Strategy Meeting Dates
- Establish Strategy Implementation Support Teams

PROCEDURE:

Complete the Strategy Teaching Schedule

* *

STRATEGY TEACHING SCHEDULE

Name: ______________________ Date ________

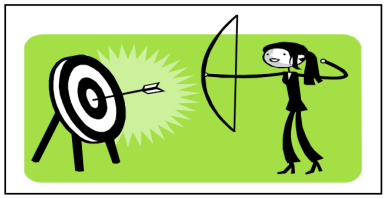
Strategy ______________________________.

Date Instruction Will Begin ______________________.

Number of Students to Receive Instruction ____________.

Time Instruction Will Take Place __________________.

* *



LEARNING TARGETS FOR THE DISSECT STRATEGY

Student _____ **Partner** _____

PREFIX TARGETS	Partner	Teacher	Comments
1. I can **define** the following words: prefix, compound prefix, prefix within a prefix, open syllable, closed syllable	☐	☐	_____
2. I can **pronounce** the prefixes on the list.	☐	☐	_____
3. I can **identify** prefixes in words using the correct notation.	☐	☐	_____

SUFFIX TARGETS	Partner	Teacher	Comments
1. I can **define** the following words: suffix, compound suffix, suffix within a suffix, stem	☐	☐	_____
2. I can **pronounce** the suffixes on the list.	☐	☐	_____
3. I can **identify** suffixes in words using the correct notation.	☐	☐	_____

STRATEGY TARGETS	Partner	Teacher	Comments
1. I can name the steps in DISSECT and tell when to use it.	☐	☐	_____
2. I can describe what to do in each step.	☐	☐	_____
3. I can apply the Rules of 2s and 3s.	☐	☐	_____
4. I can apply the Rules of 2s and 3s when there are blends and diagraphs and other exceptions.	☐	☐	_____
5. I can use DISSECT to decode multisyllable words.	☐	☐	

The Word Identification Strategy

☐	I have identified at least one student who could benefit from the strategy. 1. The reading level for the students' pretest should be _____ 2. The reading level range for the students' controlled and advanced practice should be _____
☐	I have access to or know where to find reading passages for these students, which includes a comprehension test.
☐	I have copies of the following: _____Score Sheet _____Scoring guidelines _____Progress Chart _____Cue Cards _____Verbal Practice Checklist _____Report of strategy use forms
☐	I have materials to create a notebook for the student _____Pretest materials _____3-ring binder _____Dividers for stages of instruction _____Assignment sheet
☐	My instructional plan for teaching this strategy involves the following steps: 1. 2. 3. 4. 5.