

Student Name: _____

The Word Identification Strategy Student Folder

Goal(s):

1.

My teacher's commitment:

Teacher signature

Date

My commitment:

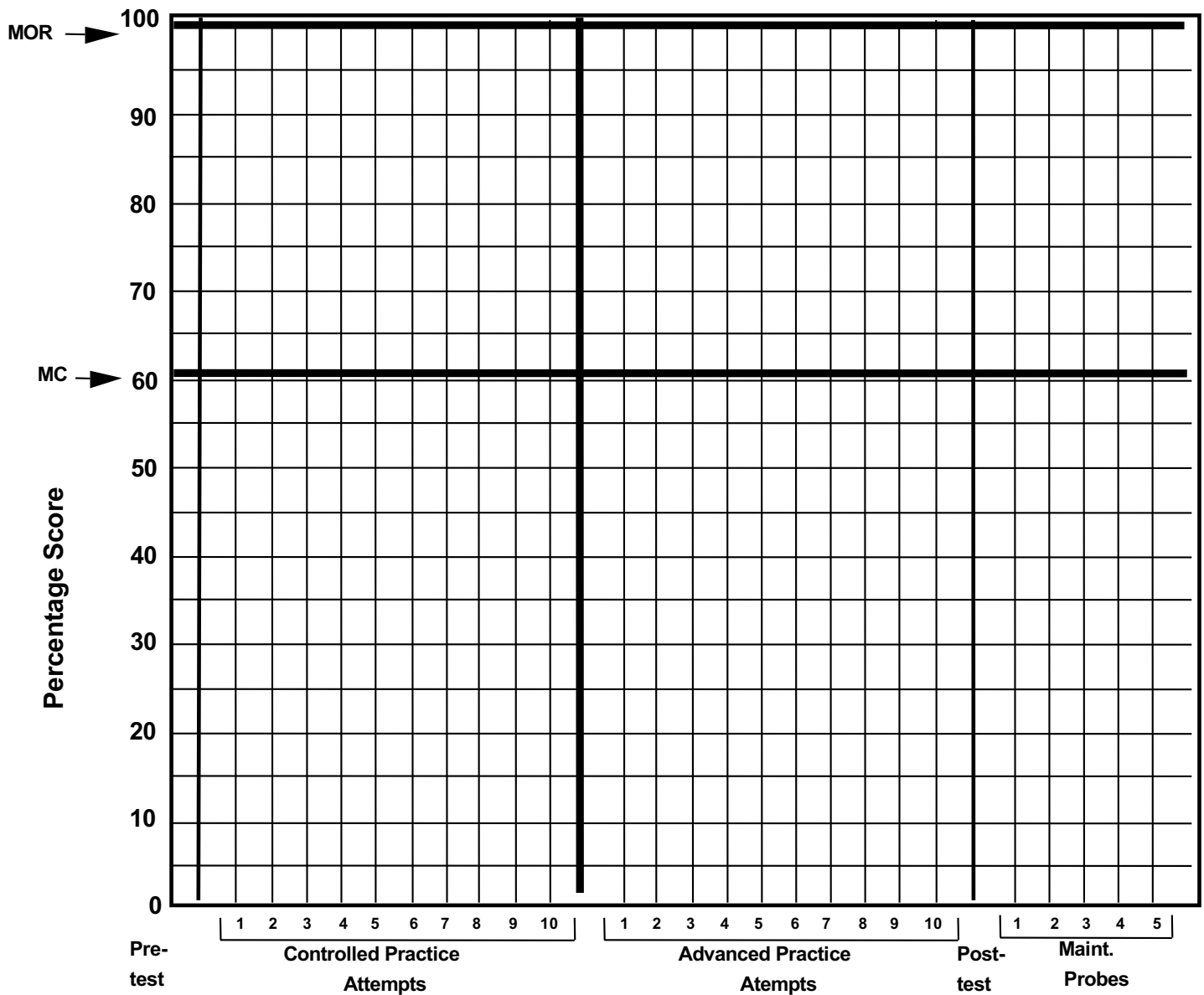
Student signature

Date

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%

PREFIX

A word part placed at
the beginning
of a word
that has meaning.

COMPOUND

PREFIX

Two or more prefixes
at the beginning
of a word.

PREFIX LIST (page 1)

Prefix	Example	Prefix	Example
a-	<u>a</u> pathy	de-	<u>de</u> scend
ab-	<u>ab</u> normal	dem-	<u>dem</u> ocracy
abs-	<u>abs</u> tain	di-	<u>di</u> chotomy
ad-	<u>ad</u> jacent	dia-	<u>dia</u> meter
ambi-	<u>ambi</u> dextrous	dis-	<u>dis</u> comfort
an-	<u>an</u> onymous	dys-	<u>dys</u> function
ana-	<u>ana</u> thema	em	<u>em</u> brace
ante-	<u>ante</u> cedent	en-	<u>en</u> able
anti-	<u>anti</u> social	epi-	<u>epi</u> center
apo-	<u>apo</u> logy	eu-	<u>eu</u> phoric
auto-	<u>auto</u> biography	ex-	<u>ex</u> hale
bene-	<u>bene</u> factor	extra-	<u>extra</u> ordinary
circum-	<u>circum</u> ference	fore-	<u>fore</u> warn
co-	<u>co</u> operate	hetero-	<u>hetero</u> geneous
col-	<u>col</u> lective	homo-	<u>homo</u> geneous
com-	<u>com</u> munity	hydro-	<u>hydro</u> foil
con-	<u>con</u> fide	hypo-	<u>hypo</u> dermic
contra-	<u>contra</u> dict	il-	<u>il</u> legal

PREFIX LIST (page 2)

(CONTINUED)

Prefix	Example	Prefix	Example
im-	<u>im</u> perfect	post-	<u>post</u> pone
in-	<u>in</u> visible	pre-	<u>pre</u> cede
inter-	<u>inter</u> state	pro-	<u>pro</u> mote
intra-	<u>intra</u> state	pseudo-	<u>pseudo</u> nym
intro-	<u>intro</u> duce	re-	<u>re</u> tract
ir-	<u>ir</u> regular	retro-	<u>retro</u> active
mal-	<u>mal</u> nutrition	se-	<u>se</u> cede
male-	<u>male</u> factor	semi-	<u>semi</u> circle
micro-	<u>micro</u> scope	sub-	<u>sub</u> marine
mis-	<u>mis</u> fortune	sur-	<u>sur</u> pass
mono-	<u>mono</u> logue	super-	<u>super</u> human
multi-	<u>multi</u> story	syl-	<u>syl</u> lable
non-	<u>non</u> intervention	sym-	<u>sym</u> phony
ob-	<u>ob</u> struct	syn-	<u>syn</u> thesis
pan-	<u>pan</u> orama	tele-	<u>tele</u> vision
para-	<u>para</u> medic	trans-	<u>trans</u> port
per-	<u>per</u> forate	ultra-	<u>ultra</u> violet
peri-	<u>peri</u> meter	un-	<u>un</u> willing
		up-	<u>up</u> grade

Name: _____ Date: _____

PREFIX WORKSHEET #1

INSTRUCTIONS: Isolate the prefix in each of the following words that has a prefix.
Some of these words do not have prefixes.

EXAMPLES: trans port re ply flashlight

A	B	C
1. pronounce	decline	extract
2. Sue	moose	random
3. interconnect	imprint	encase
4. discover	multipurpose	tally
5. jitterbug	expose	propel
6. telepathy	comfort	poodle
7. rake	keep	misread
8. impair	paralegal	contraband
9. retain	supercharge	letter
10. hydrophobia	display	adjunct
11. submarine	monotone	exclaim
12. posttest	illuminate	implant

Name: _____ Date: _____

PREFIX WORKSHEET #2

INSTRUCTIONS: Isolate the prefix in each of the following words that has a prefix.
Some of these words do not have prefixes.

EXAMPLES: trans port re ply flashlight

A	B	C
1. entangle	interstate	accumulate
2. adjoin	disappoint	debug
3. paragraph	introduction	painted
4. automatic	relax	makeshift
5. diameter	bargain	disrobe
6. extreme	common	terrific
7. provoke	impurity	repeat
8. explore	confetti	forewarn
9. misfit	important	formula
10. entrap	retreat	mailbox
11. multipurpose	kennel	disclose
12. inject	enslave	amoral

SUFFIX

A word part placed at
the end of a word
that has meaning.

COMPOUND

SUFFIX

Two or more suffixes
at the end
of a word.

SUFFIX LIST (page 1)

Suffix	Example	Suffix	Example
-able	obtain <u>able</u>	-er	smart <u>er</u>
-age	wreck <u>age</u>	-er	report <u>er</u>
-al	natur <u>al</u>	-ese	Chin <u>ese</u>
-an	Europe <u>an</u>	-ess	heir <u>ess</u>
-ance	assist <u>ance</u>	-ence	confid <u>ence</u>
-ancy	vac <u>ancy</u>	-est	warm <u>est</u>
-ant	assist <u>ant</u>	-ful	play <u>ful</u>
-arium	aqu <u>arium</u>	-fy	electri <u>fy</u>
-ary	bound <u>ary</u>	-hood	child <u>hood</u>
-ate	collegi <u>ate</u>	-ial	fac <u>ial</u>
-cle	parti <u>cle</u>	-ian	comed <u>ian</u>
-cule	mole <u>cule</u>	-ible	vis <u>ible</u>
-cy	bankrupt <u>cy</u>	-ic	hero <u>ic</u>
-dom	wis <u>dom</u>	-ical	hyster <u>ical</u>
-en	height <u>en</u>	-ice	just <u>ice</u>
-ence	confid <u>ence</u>	-ify	magn <u>ify</u>
-ency	urg <u>ency</u>	-il	per <u>il</u>
-ent	presid <u>ent</u>	-ile	juven <u>ile</u>

SUFFIX LIST (page 2)

(CONTINUED)

Suffix	Example	Suffix	Example
-ion	opin <u>ion</u>	-ship	friend <u>ship</u>
-ism	social <u>ism</u>	-sion	provi <u>sion</u>
-ist	pacif <u>ist</u>	-tion	cancella <u>tion</u>
-itis	appendic <u>itis</u>	-tude	grati <u>tude</u>
-ity	celebr <u>ity</u>	-ty	loyal <u>ty</u>
-ive	abus <u>ive</u>	-ular	cell <u>ular</u>
-ise	exerc <u>ise</u>	-ule	glob <u>ule</u>
-ize	idol <u>ize</u>	-y	string <u>y</u>
-less	heart <u>less</u>		
-logy	bio <u>logy</u>		
-ly	heaven <u>ly</u>		
-ment	amend <u>ment</u>		
-ness	happi <u>ness</u>		
-ology	method <u>ology</u>		
-or	doct <u>or</u>		
-ous	graci <u>ous</u>		
-s	garden <u>s</u>		
-sis	analy <u>sis</u>		

Name: _____ Date: _____

SUFFIX WORKSHEET #1

INSTRUCTIONS: Separate the suffix in each of the following words that has a suffix. Some of these words do not have suffixes.

EXAMPLES: local lize infect tion cottontail

A	B	C
1. sterilize	controller	communism
2. plants	preschool	attractive
3. tarnish	lampshade	odorless
4. wheelchair	theatre	explanation
5. cited	electrician	tranquilize
6. dominion	backlash	brackish
7. regarding	destructive	department
8. tallest	amazed	deathtrap
9. reckless	election	hypnotist
10. tasty	grateful	ordinary
11. telephone	pinkish	Canadian
12. pavement	psychology	resistance

Name: _____ Date: _____

SUFFIX WORKSHEET #2

INSTRUCTIONS: Separate the suffix in each of the following words that has a suffix. Some of these words do not have suffixes.

EXAMPLES: local lize infect tion cottontail

A	B	C
1. motherhood	strongest	stranger
2. umbrella	street	logical
3. forbearance	cheekbone	diabetic
4. heatstroke	chauvinist	fundamental
5. paganism	depressor	worth
6. patronage	seafoam	sadness
7. editor	thoroughly	baker
8. poverty	thoughtfully	tolerance
9. hopelessness	hypocritical	respectful
10. reddish	sticky	feebleness
11. armpit	piano	treatment
12. prettiest	practical	straighten

STEPS OF THE WORD IDENTIFICATION STRATEGY

Step 1: **D**iscover the sounds and context

Step 2: **I**solate the beginning

Step 3: **S**eparate the ending

Step 4: **S**ay the stem

Step 5: **E**xamine the stem

Step 6: **C**heck with someone

Step 7: **T**ry the dictionary

STEP 2: ISOLATE THE BEGINNING

- Look for prefixes
- Look for other beginning parts

STEP 3: SEPARATE THE ENDING

- Look for suffixes
- Look for other ending parts

RULES OF TWOS AND THREES

Rule 1

If a stem or part of the stem begins with:

- a vowel, divide off the first two letters.
- a consonant, divide off the first three letters.

Rule 2

If you can't make sense of the stem after using Rule 1, take off the first letter of the stem and use Rule 1 again.

Rule 3

When two different vowels are together, try making both of the vowel sounds (diet).

If this does not work, try pronouncing them together using only one of the vowel sounds (believe).

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 of Twos and Threes. Then say the whole word.

Example: mag | nan | im | ous

avalanche

multi | molecu | ar

con | feder | ate

rheumat | ic

stria | tion

in | ocula | tion

re | frigera | tion

podiat | ry

para | profes | sion | al

pre | incarna | tion

circum | navig | ate

pauci | ty

scandal | ous

ex | traordina | ry

ex | clamato | ry

pentadactyl | ism

non | differentia | tion

olfacto | ry

re | sponsibili | ty

rhododendron

gratui | ty

gradua | tion

alveolus

swindle

Model Passage

Bridging the Gap¹

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 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.

¹This passage, which is shown in its entirety, came from Spargo, E., & Williston, G. R. (1980). *Times Readings, Book 1*. Providence, RI: Jamestown Publishers

WORD IDENTIFICATION STRATEGY

VERBAL PRACTICE CHECKLIST

Name: _____

<u>Strategy Steps</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Discover the sounds & context	_____	_____	_____	_____	_____	_____
Isolate the beginning	_____	_____	_____	_____	_____	_____
Separate the ending	_____	_____	_____	_____	_____	_____
Say the stem	_____	_____	_____	_____	_____	_____
Examine the stem	_____	_____	_____	_____	_____	_____
Check with someone	_____	_____	_____	_____	_____	_____
Try the dictionary	_____	_____	_____	_____	_____	_____
Total	_____	_____	_____	_____	_____	_____

Rules of Twos and Threes

Rule 1	_____	_____	_____	_____	_____	_____
Rule 2	_____	_____	_____	_____	_____	_____
Rule 3	_____	_____	_____	_____	_____	_____
Total	_____	_____	_____	_____	_____	_____

Questions

1. _____	_____	_____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____	_____	_____

Date

_____	_____	_____	_____	_____	_____	_____
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Date: _____

Name: _____

WORD IDENTIFICATION STRATEGY WORKSHEET

Independent Practice

Dissected Words:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Comprehension Questions:

1. ____ 2. ____ 3. ____ 4. ____ 5. ____ 6. ____ 7. ____ 8. ____ 9. ____ 10. ____

Dissected Words Scoring: $\frac{\boxed{}}{20} = \boxed{}\%$ (Mastery = 80%)

Comprehension Questions: $\boxed{}\%$ (Mastery = 60% or above)

GENERALIZATION **INSTRUCTION**

Orientation Phase

Activation Phase

Adaptation Phase

Maintenance Phase

AFFIRMATIONS

I read easily when I use the Word Identification Strategy.

I look for ways to use the Word Identification Strategy every day.

I feel comfortable with reading now that I use the Word Identification Strategy.

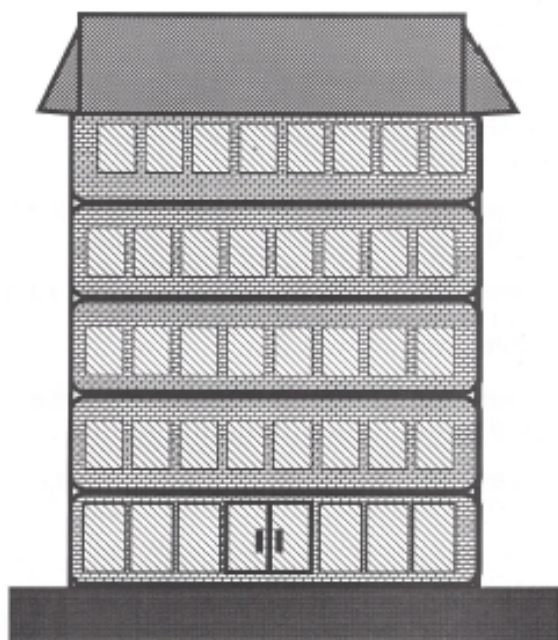
I am creating a new picture of myself as a good reader by using the Word Identification Strategy.

I am a successful reader when I use the Word Identification Strategy.

I can reach my goal as a learner when I use the Word Identification Strategy.

My goal is: _____

BUILDING A KNOWLEDGE BASE



Report of Strategy Use

Date: _____

Student Name: _____

Strategy Used: _____

Class or Place Where the Strategy was Used:

Title of the Assignment Where the Strategy was Used:

Report of Strategy Use

Date: _____

Student Name: _____

Strategy Used: _____

Class or Place Where the Strategy was Used:

Title of the Assignment Where the Strategy was Used:

Report of Strategy Use

Date: _____

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Strategy Used: _____

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