**Word Identification Study Guide**

DISSECT

**Stage 2: Describe**

1. What does "dissect" mean?

When you use the Word Identification Strategy you'll be cutting the words up into short pieces that you can easily pronounce. When you are able to pronounce all the parts of a word, you can easily recognize the word.
2. How will being able to pronounce any word you encounter help you in classes such as English, Science, and History?
3. You can use the Word Identification Strategy any time you are reading something and come upon a long word you've never seen before. Can you think of situations where this happens? List at least three.
4. Other students who have learned the Word Identification Strategy have been very pleased with the way the strategy helps them. Look at the chart below.

|  |  |  |
| --- | --- | --- |
|  | **Before they learned the strategy** | **After they learned the strategy** |
| Number of errors | 20 | 3 |
| Percentage of comprehension questions correct | 40% | 70% |

1. What can you conclude from this chart?

**The Steps of the Word Identification Strategy**

**Step 1: D\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the sounds and context.**

* + Try to say the sounds of the letters
	+ Read other words in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to learn what the sentence is about
	+ Try to guess the word that fits the sounds and context

6. What does "context" mean?

Many times, if you know the meaning of the other words that surround the difficult word, you can guess what the word is.

7. What do you usually do when you come to a difficult word?

8. Why would reading the whole sentence help you figure out a word?

**Step 2: I\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the beginning.**

9. What is the difference between a prefix and just a beginning part of the word?

10. What does isolate mean?

11. If I were to do the "Isolate the beginning" step on this word, "Delightful" what should I do?

12. If there are two prefixes at the beginning of a word what should I do (unimportant)

**Step 3: S\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the ending**.

13. What is a suffix?

14. What are some of the more common suffixes?

15. How you would separate the suffix in this word? Transportation

Remember, if there are compound (two) suffixes, separate both of them from the rest of the word.

**Step 4: S\_\_\_\_\_\_ the stem.**

The stem of a word is what is left after you take away the beginnings and the endings. If there is no beginning or ending, then the whole word is the stem.

Example: unfairly
16. What is the beginning?

17. What is the ending?

18. What is the stem?

**Step 5: E\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the stem.**
When you "Examine the stem," you need to dissect it into easy-to-pronounce parts. To do this, you'll need to apply the Rules of Twos and Threes.

**Rules of Twos and Threes**

**Rule 1:**  If a stem begins with a vowel, divide off the first \_\_\_\_\_ letters to pronounce. If the stem begins with a consonant, divide off the first \_\_\_\_\_\_ letters to pronounce.

19. Name the vowels: \_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_  \_\_\_\_

The consonants are all the other letters of the alphabet.

20. What are some ways to remember that the number 2 goes with vowels and number 3 goes with consonants?

Once you cut the first group of letters off the stem (with a vertical line), keep applying the same rule until the end of the word.

Example: alternator

21. When should you go on to Rule 2?

**Rule 2:** If you can't make sense of the stem after using Rule 1, divide off the \_\_\_ letter of the stem, and use Rule 1 again.

Example: scandal

**Rule 3:**  When two different \_\_\_\_\_\_\_\_\_ are together, try pronouncing both of them. If this doesn't work, try pronouncing them together using only one of the vowel sounds.

Examples:
diet
believe

**Go to Examine the Stem Worksheet.**

**Step 6: C\_\_\_\_\_\_\_\_\_\_ with someone.**

This step means that you politely ask someone, "Can you tell me what this word is?"

22. Who do you think would be a good person to ask for help?

Remember the DON'TS

* + 1. Don't interrupt a person when they are busy doing something else.
		2. Don't ask about every word with which you are having difficulty. How might that make that person feel?

 23. When someone tells you the word, what do you need to do?

First, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Then, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Step 7: T\_\_\_\_\_\_ the dictionary.**

Use this step when there is no one around to ask, or when the person you ask doesn't know the word. Also use this step if you have DISSECTED a word, and you still don't know what it means.

What is an example of an online dictionary that you could use to hear the word?

Look for this symbol to hear the word

Example: Look up this word--available

24. What is the correct pronunciation?

25. What is the definition?

Practice:
macadam
adjective
mercantile
parsimony
participate
insurgency
funicular
herbivore
remedial

1. Notice the mnemonic device! What word do the first letters of the steps of the Word Identification Strategy spell?
2. What did you do when you came to a difficult word before you learned about this strategy?

NOW you have specific steps to follow so that you can be sure you are able to pronounce words and understand what you read.

**Speed:** Most students will be able to use the "DISSECT" steps on a word in a few seconds after a couple of weeks of practice.

Set Goals (go to the Progress Chart)

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